



# Ohio

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## Ohio's Learning Standards – Extended with Learning Progressions English Language Arts

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# Introduction to Ohio's New Learning Standards - Extended: English Language Arts

## Overview

In February 2017, the state of Ohio adopted updated Ohio Learning Standards (OLS) for English language arts and mathematics. Consequently, Ohio revised the Ohio Learning Standards-Extended (OLS-E) to be aligned with the OLS. The Ohio Department of Education collaborated with teams of educators and experts from around the state to do the work. These committees met multiple times to draft the new extensions. The Department then posted the drafts for public feedback and received hundreds of comments. After the public comment period, the committees considered the comments and implemented suggestions into the final version.

The OLS-E are specific statements of knowledge and skills linked to the expectations in the OLS. The purpose of the extensions is to build a bridge that provides grade level access for students with the most significant cognitive disabilities to the content of the OLS.

The Department developed the OLS-E specifically for students who qualify for and take the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). These extensions do not replace the OLS for English language arts, they are aligned to them. Teachers may use the standards and extensions as a skill or knowledge progression when designing instruction and assessments. Using a standards progression provides flexible access from varied entry points and allows learners with the most significant cognitive disabilities to grow knowledge and skill across a modified curriculum that is linked

to the grade-level standards. Educators can then use the link to grade-level targets or outcomes as comparison data in present levels of performance on an IEP. Because instruction and assessment should always consider the full range of extended standards and the links to the grade-level targets and outcomes, the OLS-E development committee designed this document so that the reader can reference the OLS and the extensions on the same page to easily see the progression.

While educators should use the extended standards to provide content that is directly aligned to the OLS for English language arts, they must also meet each child's individual education needs by incorporating other skills as necessary. Teachers should consider incorporating instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions. Educational plans should also include any other additional skills necessary for each child's individual education needs and transition planning goals.

Educators can use the OLS-E to differentiate instruction for a wide range of students by using the extensions as entry points to the OLS, but they must do so with caution. Students who do not take Ohio's AASCD will take the general assessments aligned to the general standards. These extensions can provide entry points into the OLS. However, schools must remember that students who do not participate in the AASCD should transition to and will be assessed using the OLS.

## Complexity Levels

The committee extended the Ohio Learning Standards to include three levels from “most complex” to “least complex”. The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the OLS. The extensions are codified individually for clear designation. The last letter in the extension code indicates the complexity level: “a” denotes the highest level of complexity, “b” denotes the middle complexity level and “c” denotes the lowest complexity level. In some instances, the committee tiered the verb of the extension to increase or decrease the complexity level. In other cases, the concept or skill within the OLS is tiered across the three complexity levels. It is important to move from left to right when reading the extensions. To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. It’s important to note that no one should categorize students according to an extension level. Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level one should see instruction occurring at all ranges of complexity. When citing standards for lesson and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progressions.

## Learning Progressions

A learning progression is a sequence of skills linked to a learning target that build base skills and engagement as learners make progress toward mastery of the standard or learning target.

These Learning Progressions are a companion to Ohio’s New Learning Standards and OLS-E and help develop teacher and learner clarity about embedded skills within each standard.

Learning progressions are building blocks that can outline how learning builds before, over the course of, and after the target skill.

\*It is worth noting that none of the above can be crafted unless the educator has first identified the learning target or standard of focus for the lesson and assessment.

Ohio’s Learning Progressions companion document includes the Kindergarten, First and Second grade standards that are not part of Ohio’s Learning Standards- Extended. As a reminder, there are no extended standards for grades K-2, however, the learning progressions outline essential skills that are part of each standard.

Together the general standard, extended standards, building base skills and engagement statements make up these sample learning progressions. Learning progressions can be used by education professionals, learners and their families to identify entry level skills, set goals and objectives and track progress over time. Please note: Skills provided in each progression are a sampling of skills leading toward mastery and are not intended to be an all inclusive list. It is possible that other skills may be part of each learning progression and may not all be included in this document.

Skills in the learning progression column are organized in a learning ladder, beginning at the bottom with engagement indicators and moving upward in complexity toward mastery. Some learning progressions may include skills that fall between extended standard complexity levels in addition to building base skills leading to Complexity C. Learning Progressions in grades K-2 include engagement indicators, base skills and a deconstruction of the grade level target.

Learning progressions can be helpful in designing assessments, measuring progress over the course of learning and identifying baseline skills and knowledge. In addition, when used as a data collection tool paired with evidence of student learning, the learning progression may reveal skill gaps and intervention targets. Large segments of missing skills may be considered by intervention and IEP teams as potential goals and objectives that may be targeted to close achievement gaps between the learner and grade-level peers. Thus, leading to individualized IEP development aligned with standards-based data. Data aligned to learning progressions can also be used to articulate present levels by citing skills that the learner has demonstrated leading up to a skill gap, also known as present levels of performance.

Learning progressions help education professionals maintain age/grade-level alignment for each learner while still addressing both strengths and needs. No matter where the entry point, all learners can demonstrate skills leading to grade-level outcomes. Seeing each and every learner as part of the learning continuum at grade-level is the goal. Learning progressions help make that goal a reality for all learners and all teaching professionals.

Please note: This resource provides many, but not all skills leading to and through Ohio's Learning Standards and OLS-E. The OLS-E with Learning Progressions is a living document. Review and refinement of these LP's is ongoing and the

documents will be updated regularly. Please check in frequently for the most up to date version.

### Accessibility

The OLS-E and the Learning Progressions do not specify individual accommodations or supports that may be necessary for students to access the curriculum. Teachers should consider the unique learning needs of each student and integrate the Individualized Education Plan (IEP) designated supports and services when designing lessons. It is imperative that teachers provide specially designed instruction, assistive technology, accommodations and other supports needed to ensure full access to learning opportunities so that students can demonstrate their full range of knowledge and skills.

# Navigating the Ohio Learning Standard Extensions

The graphic illustrates the components of the Extensions:

**GRADE 3**

**Grade Level**

**Topic**

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex	←————→		Least Complex
<i>Earth and Space Science</i>			
<b>3.ESS.1 Earth's nonliving resources have specific properties.</b> Soil is composed of pieces of rock, organic material, water, and air and has characteristics that can be measured and observed. Use the term "soil," not "dirt." Dirt and soils are not synonymous. Rocks have specific characteristics that allow them to be sorted and compared. Rocks form in different ways. Air and water are also nonliving resources. Note: Rock classification is not the focus for this grade level; this is found in grade 6. At this grade, the observable characteristics of rocks are used to sort or compare, rather than formally classification.	<b>3.ESS.1.a1</b> Identify a measurable component of soil (e.g., water, particle size, weight).  <b>3.ESS.1.a2</b> Sort and classify rocks by specific characteristics.  <b>3.ESS.1.a3</b> Identify one way that rock can form.	<b>3.ESS.1.b1</b> Identify the organic and non-living components of soil.  <b>3.ESS.1.b2</b> Sort rocks by a given observable characteristic (e.g., texture, color, hardness).	<b>3.ESS.1.c1</b> Identify the non-living components of soil.  <b>3.ESS.1.c2</b> Identify one characteristic of a rock.
<b>3.ESS.2 Earth's resources can be used for energy.</b> Renewable energy resources—such as wind, water or solar energy—can be replenished within a short amount of time by natural processes. Nonrenewable energy is a finite resource, such as natural gas, coal or oil which cannot be replenished in a short amount of time.	<b>3.ESS.2.a</b> Explain why a resource is renewable or nonrenewable.	<b>3.ESS.2.b</b> Sort resources into categories of renewable and nonrenewable.	<b>3.ESS.2.c</b> Identify a resource as renewable or nonrenewable.

**Standards with Codification**

**Three Levels of Complexity**

# Navigating the Learning Progressions

The graphic illustrates the components of the Learning Progression:

**Building Base Skills**

				<b>Learning Progression Building the Base &amp; Engagement</b>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←				→ Least Complex
<p><b>3.LS.2</b> Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing. Plants and animals have physical features that are associated with the environments where they live. Plants and animals have certain physical or behavioral characteristics that influence their chances of surviving in particular environments. Note: The focus is on the individual, not the population. Adaptation is not the focus at this grade level.</p>	<p><b>3.LS.2.a</b> Identify a behavioral trait within a species that would be an advantage in a given environment.</p>	<p><b>3.LS.2.b</b> For the same organism, select the one variation that will be an advantage to the organism.</p>	<p><b>3.LS.2.c1</b> Identify that there is variation within the same species.</p> <p><b>3.LS.2.c2</b> Identify traits in an individual organism that would help it be successful in its environment.</p>	<ul style="list-style-type: none"> <li>Explain why a particular trait is advantageous in a given environment.</li> <li>Identify traits as advantageous in certain environments.</li> <li>Describe the traits of an organism that help it live in its environment (e.g., thick covering on cactus, thick fur on Arctic animals, the ability to camouflage, fast running speed of predators, ability to climb).</li> <li>Identify that variations in traits may provide a survival advantage.</li> <li>Match organisms and the environment in which they are found (e.g., fish in water, deer in forest).</li> <li>Using pictures of actual organisms identify differences among traits in members of the same species (e.g., litter of puppies have different coloration or fur texture).</li> </ul>
<p><b>3.LS.3</b> Plants and animals have life cycles that show adaptation to their natural environments. Describe the life cycle of an organism, including birth, growth, adulthood, reproduction, and death.</p>	<p><b>3.LS.3.a</b> Describe the life cycle of an organism.</p>	<p><b>3.LS.3.b</b> Match an organism to its life cycle.</p>	<p><b>3.LS.3.c</b> Identify the main stages of an organism's life cycle: birth, growth, adulthood, reproduction, and death.</p>	<p><b>3.LS.3.c1</b> Describe that most organisms have similar life cycles.</p> <p><b>3.LS.3.c2</b> Identify different stages of a life cycle (e.g., watch nature videos that trace the life cycle of a butterfly).</p>

**This learning progression includes the general standard, 3 extended standards and base skills beginning with engagement**

**Is important to note that each standard and extended standard are made up of many individual points of learning (knowledge and skills). All of these skills can be developed and monitored with explicit instruction and assessment.**

**Skills grow from engagement and base skills (at the bottom) to and sometimes through the extended standards (moving upward like a learning ladder)**

# Learning Progressions for English Language Arts, Grades K – 2

## Kindergarten

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<i>Reading Standards and Literature</i>	
<b>Key Ideas and Details</b>	
<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• Select an object or image aligned to who/characters, when/time, what/action, where/setting related to shared text details.</li> <li>• Select an object or image related to shared text.</li> <li>• identify questions words (who, what, where, when, why, how)</li> <li>• take note of details as the text is shared - note with objects, pictures, words, symbols, etc.</li> <li>• when given the prompt “who” learner selects details to a question about characters</li> <li>• when given the prompt “where” learner selects details to a question about location or setting</li> <li>• when given the prompt “what” learner selects details to a question about plot or actions</li> <li>• Actively engage with shared text.</li> <li>• Actively engage with someone who is asking a question.</li> </ul>
<p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p>	<ul style="list-style-type: none"> <li>• With a visual or tactile prompt, Retell or sequence two events from a familiar story.</li> <li>• Match object or image to key detail from the beginning of the story.</li> <li>• Match object or image to key detail from the end of the story.</li> <li>• as a familiar story is read, select an object, picture, symbol or word to represent key detail from beginning, middle and/or end of story</li> <li>• as a familiar story is read, select an object, picture, symbol or word to represent key detail from every page</li> <li>• Actively engage when a familiar story is introduced.</li> <li>• Actively engage during the sharing of a familiar story.</li> <li>• Actively engage when a familiar book is shown visually.</li> <li>• Actively engage with a book using one or more senses.</li> </ul>



<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> <li>• Recognize characters, settings or events in a story.</li> <li>• Recognize settings in a story.</li> <li>• Recognize characters in a story.</li> <li>• characters = who (people, animals)</li> <li>• settings = where (places, locations)</li> <li>• events = what (actions, happenings)</li> </ul>
<b>Craft and Structure</b> <b>RL.K.4</b> Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>• With prompting and support, select a question to ask about an unknown word.</li> <li>• (i.e. What are the sounds in this word? How is it pronounced What does this word mean?)</li> <li>• Identify unknown words in a text (story, poem or song).</li> <li>• Identify words in a story, poem or song.</li> <li>• Identify a word vs. a picture, letter or number.</li> <li>• explore known vs. unknown words</li> <li>• explore strategies to decode new words</li> <li>• Explore what to do when an unknown word is encountered</li> <li>• Actively engage in word study and vocabulary activities</li> </ul>
<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> <li>• Identify poetry book or poem.</li> <li>• Identify a variety of common text types (cookbook/recipe, newspaper, magazine, email, text, advertisement, labels, etc.)</li> <li>• Identify a storybook.</li> <li>• identify and name common texts found in home</li> <li>• identify and name common texts found in school</li> <li>• identify and name common text found in the community</li> <li>• explore new text types from a variety of environments</li> <li>• Actively engage with printed text materials.</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<ul style="list-style-type: none"> <li>• Indicate the part of book that the author created.</li> <li>• Indicate the part of book that the illustrator created.</li> <li>• Point to the name or picture of the author.</li> <li>• Point to the name or picture of the illustrator of a given text.</li> <li>• Match both authors and illustrators as professionals who create books</li> <li>• practice selecting or drawing pictures as an illustrator</li> <li>• practice writing text as the author</li> <li>• meet an author or illustrator</li> <li>• identify that books have author and illustrator names in print</li> <li>• select author names to search for books</li> <li>• explore books from a common author or illustrator</li> <li>• sort books by a common author or illustrator</li> <li>• Actively engage as, or with, an author or illustrator.</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<ul style="list-style-type: none"> <li>• Indicate when a detail heard in a shared story matches a detail seen or felt in the illustration.</li> <li>• Indicate one or more detail in a given illustration from a story.</li> <li>• Indicate the illustrations in a shared text.</li> <li>• identify illustrations as pictures from a story</li> <li>• as a class point to illustrations to show details as the story is read</li> <li>• match illustrations to text where keywords from the picture are present</li> <li>• use tools (sticky flags, wikki stix, highlighter tape, etc.) to color match text read and picture details (e.g. Once upon a time there were three pigs (circle the picture of the 3 pigs in blue). They lived at home (circle the picture of their home in green) with their mother (circle the picture of their mother in orange).</li> <li>• Actively engage when a book is shown visually.</li> <li>• Actively engage as a book is read aloud.</li> </ul>
<p><b>RL.K.8</b> Not applicable to literature</p>	

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<ul style="list-style-type: none"> <li>• Identify two or more experiences/adventures linked to two different characters in a familiar story.</li> <li>• Identify two or more experiences/adventures linked to a character in a familiar story.</li> <li>• Identify at least one character in a familiar story.</li> <li>• identify characters as people or animals in a text</li> <li>• define compare</li> <li>• define similarity</li> <li>• define difference</li> <li>• define contrast</li> <li>• share about a personal adventure, experience or event</li> <li>• Actively engage during the sharing of two versions of a familiar story.</li> <li>• Actively engage using assistive technology supports to share about a personal adventure, experience or event.</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p>	<ul style="list-style-type: none"> <li>• Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection.</li> <li>• With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences.</li> <li>• While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded.</li> <li>• Actively engage in group reading activities that activate text-to-text comparisons, and connections.</li> <li>• Actively engage in group reading activities that activate text-to-self connections.</li> <li>• Select texts related to prior experiences.</li> <li>• Communicate about prior experiences.</li> <li>• Actively engage in group reading activities that activate prior knowledge related to previous life experiences.</li> <li>• Actively participate in grade-level/age-appropriate literature activities using adapted materials as needed.</li> <li>• Actively engage in grade-level/age-appropriate literature materials.</li> <li>• Communicate about prior experiences</li> <li>• Actively engage in language play (play with sounds)</li> <li>• Actively engage in group reading activities.</li> <li>• Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection.</li> <li>• With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences.</li> <li>• While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded.</li> <li>• Actively engage in group reading activities that activate text-to-text comparisons, and connections.</li> <li>• Actively engage in group reading activities that activate text-to-self connections.</li> <li>• Select texts related to prior experiences.</li> <li>• Communicate about prior experiences.</li> <li>• Identify an element from a story that connects to a personal experience.</li> <li>• Actively engage in group reading activities that activate prior knowledge related to previous life experiences.</li> <li>• Actively participate in grade-level/age-appropriate literature activities using adapted materials as needed.</li> <li>• Actively engage in grade-level/age-appropriate literature materials.</li> <li>• Actively engage in group reading activities.</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Reading Standards for Informational Text</b>	
<p><b>Key Ideas and Details</b></p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• Select given objects, images or keywords that match key details from a shared informational text.</li> <li>• Select a question from an array (two or more choices) that would match the topic from a shared informational text.</li> <li>• Select an object or photograph from an array (two or more choices) that matches the topic from a shared informational text.</li> <li>• associate who questions with people</li> <li>• associate where questions with geographic location</li> <li>• associate when questions with time</li> <li>• associate what questions with topic and details</li> <li>• take note of details as the text is shared - note with objects, pictures, words, symbols, etc.</li> <li>• Actively engage with shared informational text.</li> <li>• Actively engage with someone who is asking a question.</li> </ul>
<p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<ul style="list-style-type: none"> <li>• Retell key details of a text by selecting objects, pictures or words.</li> <li>• Sequencing is not part of this standard.</li> <li>• With scaffolding and support, point to or otherwise indicate a key detail about the main topic in a shared informational text.</li> <li>• With scaffolding and support, point to or otherwise indicate a main topic (who or what the text is about) on one or more pages of an informational text.</li> <li>• Actively engage with shared informational text.</li> <li>• Actively engage to indicate a choice.</li> </ul>
<p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<ul style="list-style-type: none"> <li>• Describe connections between two individuals in a text.</li> <li>• Identify something in common between two texts.</li> <li>• Communicate thoughts about text.</li> <li>• communicate thoughts</li> <li>• identify individuals in text as people</li> <li>• identify things that are the same in the environment</li> <li>• Actively engage with shared informational text.</li> <li>• Actively engage to indicate a choice.</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Craft and Structure</b></p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p>	<ul style="list-style-type: none"> <li>• Match unknown words to visual/sensory representations of (e.g., objects, tactile graphics, signs, smells, braille, etc. relating to) those words.</li> <li>• Identify an unknown word in shared text.</li> <li>• Ask a question about shared text.</li> <li>• Ask questions</li> <li>• Answer orally presented questions</li> <li>• select associations to everyday life that help develop meaning in unknown words or phrases</li> <li>• use word study strategies from several brain processors (phonological awareness semantics and syntax) to develop word meaning in auditorily presented text (break word into onset and rime, break word into syllables, break word into phonemes, sight words, root words, simple parts of speech, etc.)</li> <li>• Actively engage during Q &amp; A about informational text vocabulary.</li> <li>• Actively engage with objects, tactile graphics or other sensory experiences related to better understand the meaning of words in a text.</li> </ul>
<p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p>	<ul style="list-style-type: none"> <li>• hold the book upright</li> <li>• hold the book front facing</li> <li>• turn pages in a book moving from front to back</li> <li>• identify the pictures in a book</li> <li>• identify the pictures in a book</li> <li>• indicate the title of the book</li> <li>• indicate the author of a book</li> <li>• Actively engage in the handling of a book</li> </ul>
<p><b>RI.K.2.5c</b> Identify the front cover and back cover of an informational text.</p>	<ul style="list-style-type: none"> <li>• Indicate the cover of the book.</li> <li>• Identify the pages in a book.</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<ul style="list-style-type: none"> <li>• Match the author and illustrator to his/her part of the book (given sample pictures/diagrams or text).</li> <li>• Indicate the illustrator's name or picture on/in a given text.</li> <li>• Indicate the author's name or picture on/in a given text.</li> <li>• participate in class writing as an author</li> <li>• participate in class writing as an illustrator</li> <li>• share ideas for text or illustrations</li> <li>• with scaffolding and support create own writings by capturing shared thoughts or ideas in print</li> <li>• identify self as author and illustrator in individual or group writings</li> <li>• Actively engage in shared informational text by a favorite author or illustrator</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<ul style="list-style-type: none"> <li>• Select an illustration from the book to person, place, thing or idea shared during text read aloud. (e.g. The police officer helps people stay safe. - matched to an illustration of how officers help the community)</li> <li>• Point out matching keywords in both text and illustrations.</li> <li>• Listen for, and indicate when, information that matches a given illustration from a text.</li> <li>• Communicate thoughts about a text</li> <li>• Listen during shared informational text</li> <li>• Indicate when text matches visual supports in text</li> <li>• Actively engage in shared informational text that contains illustrations.</li> </ul>
<p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> <li>• Match one of the author's topics to one or more supporting detail from the text.</li> <li>• Identify one or more topics the author writes about in a text.</li> <li>• Indicate the author who wrote a given text. <i>Note: Identify refers to recognizing and/or naming.</i> <i>Note: Reasons refers to causes or explanations.</i> <i>Note: Author refers to a person who presents ideas or information in written form.</i> <i>Note: Points refers to ideas, opinions, or claims.</i></li> <li>• Indicate the author's name or picture on/in a given text.</li> <li>• Actively engage in shared informational text that contains a topic of interest.</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> <li>• Identify two texts that have the same or similar topics.</li> <li>• Identify differences as not alike.</li> <li>• Identify similarities as being the same or alike, but not identical.</li> <li>• Topic refers to a subject or focus of a text.</li> <li>• Illustrations refers to the pictures, drawings, or visual aids that provide a visual representation of some part of the text.</li> <li>• Descriptions refers to an account that includes all the relevant features or characteristics.</li> <li>• Procedures refers to a series of steps that build on one another and lead to an outcome.</li> <li>• Actively engage during the sharing of two informational texts on the same topic.</li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• While participating in group reading activity make associations with the text and communicate thoughts or ask questions.</li> <li>• Actively engage in group reading activities that activate prior knowledge related to previous life experiences.</li> <li>• Actively engage in grade-level/age-appropriate text.</li> <li>• Communicate about prior experiences related to the topic</li> <li>• Actively engage in group reading activities.</li> <li>• Demonstrate engagement.</li> </ul>



<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Reading Standards: Foundational Skills</b>	
<p><b>Print Concepts</b></p> <p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>a.</b> Follow words from left to right, top to bottom, and page by page.</p> <p><b>b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><b>c.</b> Understand that words are separated by spaces in print.</p> <p><b>d.</b> Recognize and name all upper-case and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>• Track words from left to right, top to bottom, and note correct page orientation.</li> <li>• Identify that spaces separate words to help the reader know where a word begins and ends.</li> <li>• Attend to a story read aloud, recognizing that spoken words are associated with text.</li> <li>• Words refers to specific combinations of written letters that represent a spoken word.</li> <li>• Alphabet refers to a system of letters in a fixed order that represents the sounds of the language.</li> <li>• Uppercase letters refers to the capital letters in the alphabet.</li> <li>• Lowercase letters refers to the smaller form of the letters in the alphabet.</li> <li>• Most letter names are closely related to their corresponding sound.</li> <li>• Identify that spaces separate words to help the reader know where a word begins and ends.</li> <li>• Follow words from left to right, top to bottom, and page by page.</li> <li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• Show that words are separated by spaces in print.</li> <li>• Identify all upper- and lowercase letters of the alphabet.</li> <li>• Name all upper- and lowercase letters of the alphabet.</li> <li>• Print carries a message.</li> <li>• Print is organized in a specific format to convey meaning.</li> <li>• Letters are written symbols that represent the sounds of language.</li> <li>• In print, spaces separate words to help the reader know where a word begins and ends.</li> <li>• Knowing the letter names can support recalling the sound of the letter (e.g., b, d, z).</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Phonological Awareness</b></p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p><b>a.</b> Recognize and produce rhyming words.</p> <p><b>b.</b> Count, pronounce, blend, and segment syllables in spoken words.</p> <p><b>c.</b> Blend and segment onsets of rhymes of single-syllable spoken words.</p> <p><b>d.</b> Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><b>e.</b> Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> <li>• With scaffolding and support practice chunking spoken or augmentative speech sounds into parts of words (sounds within words).</li> <li>• Actively participate in rhyming and syllable activities. (patterns and parts of words)</li> <li>• With scaffolding and support, practice chunking spoken or augmentative speech sounds into parts of sentences (words within a sentence).</li> <li>• Sounds refers to the basic units of speech.</li> <li>• A spoken word refers to individual sounds in a specific sequence.</li> <li>• Rhyming words refers to two or more words that sound the same in the middle and at the end.</li> <li>• Syllables refers to at least a vowel sound and may include a consonant sound(s) before and/or after the vowel.</li> <li>• Words consist of one or more syllables.</li> <li>• Pronounce refers to saying the sound correctly.</li> <li>• Blend refers to saying individual sounds together.</li> <li>• Segment refers to separating words into syllables and/or individual sounds.</li> <li>• In single-syllable words, onset refers to the initial sound(s) before the vowel sound.</li> <li>• In single-syllable words, rime refers to the first vowel sound and consonant sound(s) that follow.</li> <li>• Rhyming words have different onsets but the same phonetic rime.</li> <li>• Isolate refers to identifying and examining sounds separately.</li> <li>• In a CVC word, the initial sound refers to the first consonant sound.</li> <li>• In a CVC word, the medial vowel sound refers to the vowel sound between the initial and final consonant sounds.</li> <li>• In a CVC word, the final sound refers to the last consonant sound.</li> <li>• Substitute refers to putting one sound in place of another.</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Phonics and Word Recognition</b></p> <p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p><b>b.</b> Associate the long and short sounds with common spellings for the five major vowels.</p> <p><b>c.</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><b>d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> <li>• Break whole word apart into phonemes.</li> <li>• Stretch spoken words by individual sounds then state or select the whole word.</li> <li>• Actively engage or participate in alliteration and/or rhyming activities.</li> </ul>
<p><b>Fluency</b></p> <p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• Actively participate in supported grade-level/age-appropriate, adapted texts.</li> <li>• Participate in supported grade-level/age-appropriate shared reading.</li> <li>• Actively engage in supported grade-level/age-appropriate shared reading</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Writing Standards</b>	
<p><b>Text Types and Purposes</b></p> <p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p>	<ul style="list-style-type: none"> <li>• Lowercase Manuscript first</li> <li>• Uppercase next</li> <li>• Cursive grades 2, 3</li> <li>• Reference table 2.1 (33-35) for letter sequences</li> <li>• Use lined paper with labels for top, middle, bottom</li> <li>• Check posture, grip</li> <li>• Includes name of letter</li> <li>• Use language to describe strokes</li> <li>• Air write.</li> <li>• Communicate a personal preference about a topic or book.</li> <li>• Actively participate in communication opportunities (using individualized modes, methods and tools).</li> <li>• Actively engage in communication opportunities (using individualized modes and methods).</li> </ul>
<p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<ul style="list-style-type: none"> <li>• Choose an object that represents a writing topic.</li> <li>• Communicate on a topic of own choosing.</li> <li>• Indicate preferences through active engagement.</li> </ul>
<p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrative a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<ul style="list-style-type: none"> <li>• Sequence events from a personal experience.</li> <li>• Tell about two or more details from a selected event.</li> <li>• Select an event from personal experience to describe.</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Production and Distribution of Writing</b> <b>W.K.4</b> (Begins in grade 3)	(Begins in grade 3)
<b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<ul style="list-style-type: none"> <li>• Communicate multiple points on one topic.</li> <li>• Elaborate on a communicated message following a question.</li> <li>• Actively participate in a group discussion by adding a comment or detail on the topic at hand.</li> </ul>
<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> <li>• With guidance and support, explore digital tools to produce and publish writing.</li> <li>• With guidance and support, explore and use digital tools used to communicate thoughts, feelings, ideas, etc.</li> <li>• Actively engage in errorless communication opportunities.</li> </ul>
<b>Research to Build and Present Knowledge</b> <b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> <li>• Identify one or more details about a topic that were learned during shared research.</li> <li>• Select books that are aligned to a shared research topic.</li> <li>• Actively engage during shared research or shared writing project.</li> </ul>
<b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Use personal experiences to support answer a question in a shared writing experiences.</li> <li>• Demonstrate knowledge that a question requires a response.</li> <li>• Actively engage with others when a question is asked.</li> </ul>
<b>W.K.9</b> (Begins in grade 4)	(Begins in grade 4)

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Range of Writing</b> <b>W.K.10</b> (Begins in grade 3)	(Begins in grade 3)
<b>Speaking and Listening Standards</b>	
<p><b>Comprehension and Collaboration</b></p> <p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>b.</b> Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> <li>• Participate in group discussions about Kindergarten appropriate topics and text.</li> <li>• Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)             <ul style="list-style-type: none"> <li>◦ Respond to a question.</li> </ul> </li> <li>• Ask questions for clarification.</li> <li>• Actively participate in supported conversations about Kindergarten appropriate topics and text.</li> <li>• Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)</li> <li>• Continue a conversation through multiple exchanges.</li> <li>• Actively participate in conversation about Kindergarten appropriate topics or text.</li> <li>• Actively listen to others.</li> </ul>
<p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<ul style="list-style-type: none"> <li>• Identify the key idea from text read aloud or information presented orally.</li> <li>• Ask a question or otherwise inquire about text read aloud.</li> <li>• Actively engage during text read aloud in various formats.</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>• Ask a question to seek information or better understand.</li> <li>• Ask or answer questions about a familiar topic.</li> <li>• Communicate to request help or information.</li> <li>• establish a mode of communication that is understood by others</li> <li>• establish a mode of communication that flexibly includes age-appropriate topics and skills</li> <li>• seek opportunities for purposeful interactions with others</li> <li>• repeat communication attempt until understood</li> <li>• communicate with others</li> <li>• ask for assistance</li> <li>• answer questions about needs</li> <li>• Actively engage with others to get attention when in need.</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> <li>• Communicate information about a familiar person, place, thing or event.</li> <li>• Actively participate in selection of familiar people, things, events places with which to interact.</li> <li>• Actively engage with familiar people in familiar places, with familiar things and/or during familiar events.</li> <li>• participate in interest inventories/surveys about preferences</li> <li>• create a circles graph referencing people who are personal friends or family members and others who are acquaintances or strangers</li> <li>• share personal experiences in a journal or share time</li> <li>• share about familiar things during show and tell</li> <li>• participate in autobiography (All About Me) activities</li> <li>• Actively participate in events with familiar people, places, things.</li> </ul>
<p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> <li>• Select or draw details in pictures to add meaning to a story or experience</li> <li>• Select one or more picture(s) that represents a story or experience.</li> <li>• Identify a familiar story or experience to share.</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> <li>• Communicate appropriately to express feelings or ideas.</li> <li>• Communicate with others to express thoughts or feelings.</li> <li>• Express communication that is understood by others.</li> <li>• Actively engage with others to get listener attention.</li> <li>• Actively engage with communication partner</li> <li>• express motor movements, facial expressions, or other communicative expression</li> <li>• isolate motor movements for communication access</li> <li>• use assistive technology as needed for communication</li> <li>• increase volume to be heard</li> <li>• improve clarity of communicated message as needed</li> <li>• Actively engage with communication partner.</li> </ul>



<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Language Standards</b>	
<p><b>Conventions of Standard English</b></p> <p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when</p> <p><b>a.</b> writing or speaking.</p> <p><b>b.</b> Print many upper- and lowercase letters.</p> <p><b>c.</b> Use frequently occurring nouns and verbs.</p> <p><b>d.</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p><b>e.</b> Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).</p> <p><b>f.</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><b>g.</b> Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> <li>• Say and stretch the sound the letter makes as the letter is being created.</li> <li>• Identify and/or use the parts of letters to construct each upper and lower-case letter (e.g. capital E = three short sticks and one long stick)</li> <li>• Name all 26 letters in the alphabet.</li> <li>• pair phoneme awareness of letter sounds with fine and gross motor experiences creating letters (e.g. say and stretch the sound the letter makes as the letter is being created)</li> <li>• identify the parts of letter to construct each upper and lower-case letter (e.g. capital E = three short sticks and one long stick)</li> <li>• participate in oral language experiences using nouns, verbs, prepositions and question words</li> <li>• participate in oral language experiences using letter sounds to create common words</li> <li>• listen to and begin to express thoughts in complete sentences</li> <li>• connect oral language sounds to print</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation,</p> <p><b>a.</b> and spelling when writing.</p> <p><b>b.</b> Capitalize the first word in a sentence and the pronoun I.</p> <p><b>c.</b> Recognize and name end punctuation.</p> <p><b>d.</b> Write a letter or letters for most consonant and short-vowel phonemes (sounds).</p> <p><b>e.</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> <li>• Match letter sounds to letters in print.</li> <li>• Order and manipulate the sounds in simple words.</li> <li>• With modeling and support say the sounds in simple words.</li> <li>• identify a sentence as beginning with a capital letter and ending with punctuation</li> <li>• select types of punctuation</li> <li>• match punctuation mark with sentence type</li> <li>• identify one or more reasons we capitalize words</li> <li>• capitalize own name</li> <li>• identify letters as sounds in speech and writing</li> <li>• say or identify each of the short vowel sounds</li> <li>• say or identify each of the consonant sounds (most commonly used)</li> <li>• match sounds in simple words to placeholders for letters (Elkonin boxes with chips)</li> <li>• match letter sounds in simple words to letter tiles or letter shapes</li> </ul> <p>Actively engage during phonological awareness and phonics activities.</p>
<p><b>Knowledge of Language</b></p> <p><b>L.K.3</b> (Begins in grade 2)</p>	<p>(Begins in grade 2)</p>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Vocabulary Acquisition and Use</b></p> <p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>a.</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><b>b.</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> <li>• Match a word with an affix to a picture representing its new meaning. (e.g. root word is use show picture of something useful or useless)</li> <li>• Match more than one meaning with single word. (sample words: bark, bat, bowl, foot, fly, jam, hide, check, box, can, clip, stamp, shake, sink, star, etc.)</li> <li>• Identify familiar objects or pictures that represent new Kindergarten words.</li> <li>• Actively participate in word meaning (vocabulary syntax and semantics) activities.</li> <li>• with modeling and support break words into syllables orally</li> <li>• with modeling and support break words into syllables visually</li> <li>• identify that many word parts have meaning</li> <li>• there are different types of affixes that change the meaning of a word (e.g., -ed, -s, re-, un-, pre-, -ful, -less)</li> <li>• identify a root word as a whole word inside a larger word</li> <li>• pair words with meaning and concrete examples from everyday life</li> <li>• Actively engage in word meaning activities.</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).</p> <p><b>c.</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><b>d.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> <li>• Add an opposite to a given verb. (e.g. up/___, fast/___, in/___)</li> <li>• Sort words into two categories, (verbs, adjectives).</li> <li>• Identify one or more categories linked to a given set of words following real-life experience. (e.g. shell, waves, sand, fish - beach or ocean words; beans, corn, bread, cheese, meat - food words; basketball, football, softball, soccer - sports)</li> <li>• Sort common objects into categories.</li> <li>• words can be sorted into categories by meaning, part of speech, word parts, etc.</li> <li>• learn about action words -verbs</li> <li>• learn about describing words - adjectives</li> <li>• analyze spoken sentences for word types (noun, verb, adjective)</li> <li>• Actively engage in word meaning activities. (vocabulary, morphemes, syntax, semantics)</li> </ul>

<b>Grade-Level Standard</b> <b>Kindergarten</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>• Communicate using words and phrases acquired through reading or listening to text.</li> <li>• Actively participate during activities by interjecting acquired words or phrases.</li> <li>• Use words acquired through conversations when speaking.</li> <li>• Select words and phrases that apply to everyday events.</li> <li>• Use familiar words in conversation.</li> <li>• Actively engage during oral language experiences.</li> <li>• listen to the words and phrases used by peers, adults and in texts</li> <li>• select words and phrases that apply to everyday events</li> <li>• mimic the speech of others in the context of everyday events</li> <li>• chorally respond by saying repeat lines in text</li> <li>• Actively engage during oral language experiences.</li> </ul>

## Grade 1

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b><i>Reading Standards and Literature</i></b>	
<b>Key Ideas and Details</b> <b>RL.1.1</b> Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Ask and answer who, what, where or when questions to demonstrate understanding of text.</li> <li>• Answer who or what questions to demonstrate understanding of text.</li> <li>• select a question related to a shared text.</li> <li>• identify questions words (who, what, where, when, why, how)</li> <li>• take note of details as the text is shared - note with objects, pictures, words, symbols, etc.</li> <li>• when given the prompt “who” learner selects details to a question about characters</li> <li>• when given the prompt “where” learner selects details to a question about location or setting</li> <li>• when given the prompt “what” learner selects details to a question about plot or actions</li> <li>• Actively engage with shared text.</li> <li>• Actively engage with someone who is asking a question.</li> </ul>
<b>RL.1.2</b> Analyze literary text development. <b>a.</b> Demonstrate understanding of the lesson. <b>b.</b> Retell stories, including key details.	<ul style="list-style-type: none"> <li>• Select a lesson or rule that was taught during the story.</li> <li>• Retell or sequence two events from a story.</li> <li>• Select two objects or pictures that represent two events from a story.</li> <li>• explore common threads between lessons and rules</li> <li>• define detail</li> <li>• define retell</li> <li>• retell events from personal experience</li> <li>• retell events told by others</li> <li>• retell events from text</li> <li>• Actively engage during the sharing of literary text.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> <li>• Describe changes in characters, settings and/or major events in a story (e.g., sad to happy, city to country, gathering vegetables to making soup).</li> <li>• Match characters with traits, or settings with story events.</li> <li>• Recognize characters, settings or events in a story.</li> <li>• explore that many events make up a story from beginning to end</li> <li>• events contain characters - who, settings and details</li> <li>• Actively engage during the sharing of any story.</li> </ul>
<b>Craft and Structure</b> <b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>• Identify emotion and sensory words in a story, poem or song</li> <li>• Identify words in a story, poem or song that suggest feelings.</li> <li>• Select story, poem or song about feelings or senses.</li> <li>• Identify feelings words</li> <li>• Identify sensory words</li> <li>• correlate feelings with emotions in social experiences</li> <li>• explore the all 7 senses (see, hear, taste, touch, smell, proprioception, vestibular)</li> <li>• Actively engage during the sharing of stories about feelings or senses.</li> </ul>
<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	<ul style="list-style-type: none"> <li>• Identify at least one characteristic of informational texts (non-fiction) and one characteristic of literary texts (fiction).</li> <li>• Select a book that provides real life information.</li> <li>• Select a book that tells a story.</li> <li>• explore a wide range of text types</li> <li>• sort text types into informational or literary groups</li> <li>• list characteristics of literary text</li> <li>• list characteristics of informational text</li> <li>• locate text features in books (table of contents, photographs, tables or charts, glossary, story beginning, story ending, etc.)</li> <li>• Actively engage during the sharing of both fiction and non-fiction.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b>RL.1.6</b> Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>• Match pictures or objects to identify who is telling a story.</li> <li>• Match a character to what they say in the story.</li> <li>• Identify the character(s) in a story.</li> <li>• describe that a variety of people can tell the story (author, narrator, main character, other character)</li> <li>• model or describe that each character can “speak” with a different voice</li> <li>• locate quotation marks</li> <li>• identify that quotation marks indicate character speech</li> <li>• locate character names</li> <li>• locate the word “said” - indicating a character was speaking</li> <li>• Actively engage with the person telling the story.</li> <li>• Actively engage with one or more character voices.</li> </ul>
<b>Integration of Knowledge and Ideas</b> <b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>• Select object, image or word to represent two or more events from a story</li> <li>• Use illustrations or concrete objects that relate to a story’s characters or setting.</li> <li>• Indicate elements of character(s) or setting in a picture from a text.</li> <li>• identify illustrations as pictures from a story</li> <li>• identify characters as people or animals in a text</li> <li>• identify setting as the place(s)/locations in a text</li> <li>• match images/objects to text as it is read as a reminder of people, places or events</li> <li>• indicate details of interest from a story</li> </ul>
<b>RL.1.8</b> Not applicable to literature	Not applicable to literature



<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<ul style="list-style-type: none"> <li>• Identify similarities or differences between events in two versions of a story.</li> <li>• Map three or more events (e.g. beginning, middle, end - per story) using pictures, objects or words for two versions of a story.</li> <li>• Match similarities of characters in two versions of a story.</li> <li>• identify characters as people or animals in a text</li> <li>• define compare</li> <li>• define similarity</li> <li>• define difference</li> <li>• define contrast</li> <li>• use a graphic organizer to map details from a story</li> <li>• define adventure</li> <li>• define experience</li> <li>• define story event</li> <li>• Actively engage during the sharing of two versions of the same story.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>	
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade.</p> <p>Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection.</li> <li>• With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences.</li> <li>• While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded.</li> <li>• Actively engage in group reading activities that activate text-to-text comparisons, and connections.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Decode words with three-consonant blends.</li> <li>• Build words with three-consonant blends.</li> <li>• Identify words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Decode words with two-consonant blends.</li> <li>• Build words with two-consonant blends.</li> <li>• Identify words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, sl, lp, sr, sl, cr, cl, tr, dr, etc.)</li> <li>• Decode words with digraphs.</li> <li>• Build words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support decode and read CVC words within a grade level text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Identify words with common phonemic VC word patterns (word families)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> <li>• Name the 5 vowels</li> <li>• Name 21 consonants</li> </ul> <p><b>Phonological Awareness</b> (detailed further in learning progression in Reading Foundations)</p> <ul style="list-style-type: none"> <li>• Articulate the 5 short vowel sounds</li> <li>• break orally given word into phonemes</li> <li>• break an orally given word into onset/first sound and rime</li> <li>• break an orally given word into syllables</li> </ul> <p><b>Text Connections</b></p> <ul style="list-style-type: none"> <li>• Actively engage in group reading activities that activate text-to-self connections.</li> <li>• Select texts related to prior experiences.</li> <li>• Communicate about prior experiences.</li> <li>• Actively engage in group reading activities that activate prior knowledge related to previous life experiences.</li> <li>• Actively participate in grade-level/age-appropriate literature activities using adapted materials as needed.</li> <li>• Actively engage in grade-level/age-appropriate literature materials.</li> <li>• communicate about prior experiences</li> <li>• Actively engage in group reading activities.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Reading Standards for Informational Text</b>	
<p><b>Key Ideas and Details</b></p> <p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• Answer question to demonstrate understanding of one or more concrete details from informational text.</li> <li>• Link given question to key details provided within informational text.</li> <li>• Ask a question to gain understanding of informational text.</li> <li>• Associate who questions with people</li> <li>• Associate where questions with geographic location</li> <li>• Associate when questions with time</li> <li>• Associate what questions with topic and details</li> <li>• Take note of details as the text is shared - note with objects, pictures, words, symbols, etc.</li> <li>• Actively engage with shared informational text.</li> <li>• Actively engage with someone who is asking a question.</li> </ul>
<p><b>RI.1.2</b> Analyze informational text development.</p> <p><b>a.</b> Identify the main topic.</p> <p><b>b.</b> Retell key details of a text.</p>	<ul style="list-style-type: none"> <li>• Analyze the process for developing informational text (i.e. identify topic, add key details, etc.)</li> <li>• Retell details from informational text</li> <li>• Recall details from informational text</li> <li>• Record details as text is read</li> <li>• As text is read, identify details that describe main topic</li> <li>• Engage while text is read aloud or read text</li> <li>• Identify the topic of a given text</li> <li>• Select informational text containing the topic of choice</li> <li>• Select a topic to research</li> <li>• Engage with informational text on a topic of choice</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<ul style="list-style-type: none"> <li>• Describe the connections between events, ideas, information, or individuals in a text.</li> <li>• Describe two one or more events, ideas, or individuals from a text.</li> <li>• Identify two events, ideas, or individuals from a text.</li> <li>• identify individuals as people within informational text</li> <li>• identify information, events and ideas as details from within informational text</li> <li>• select, identify or describe a detail from a shared informational text</li> <li>• compare two shared informational text with prompting and support</li> <li>• identify the similarities and differences between two shared informational texts</li> <li><i>Note: Describe refers to giving an account that includes all the relevant information.</i></li> <li><i>Note: Connection refers to a relationship or having something in common.</i></li> <li>• Connections can be made when two individuals, events, ideas, or pieces of information in a text have something in common.</li> <li>• When you describe a connection, you tell or explain how two individuals, events, ideas, or pieces of information in a text share something in common.</li> <li>• Actively engage in activities where text information is shared and connected.</li> </ul>
<p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<ul style="list-style-type: none"> <li>• Identify words whose meaning is familiar and those whose meaning is unfamiliar.</li> <li>• Describe that words have meaning beyond just naming the word by sight.</li> <li>• Identify a word and/or a phrase (vs. a letter or a number, or a sentence or paragraph).</li> <li>• Ask questions</li> <li>• Answer orally presented questions</li> <li>• give associations to everyday life that help develop meaning in unknown words or phrases</li> <li>• use word study strategies from all brain processors (phonology, orthography, phonics, semantics and syntax) to develop word meaning in auditorily presented text (break word into onset and rime, break word into syllables, sight words, root words, morphemes, break word into phonemes, simple parts of speech, etc.)</li> <li>• Actively engage during Q &amp; A about informational text vocabulary.</li> <li>• Actively engage with objects, tactile graphics or other sensory experiences related to better understand the meaning of words in a text.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<ul style="list-style-type: none"> <li>• Identify text features (e.g., headings, table of contents, glossaries) used in informational text.</li> <li>• Match the glossary with the back of the book.</li> <li>• Match the table of contents with the front of the book.</li> <li>• hold the book upright</li> <li>• hold the book front facing</li> <li>• turn pages in a book moving from front to back</li> <li>• indicate the cover of the book</li> <li>• indicate the pages in a book</li> <li>• identify the pictures in a book</li> <li>• identify the pictures in a book</li> <li>• indicate the title of the book</li> <li>• indicate the author of a book</li> <li>• identify page numbers in a text</li> <li>• identify large or bold text as important text features (possibly headings, key terms, titles, etc.)</li> <li>• Actively engage in the handling of a book.</li> </ul>
<p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><i>Note: Distinguish refers to pointing out the difference(s).</i></p> <ul style="list-style-type: none"> <li>• Compare pictures or other illustrations to see if they provide the same or different information than the information provided by the words in a text.</li> <li>• Identify pictures or words in an informational text that provide an idea or information.</li> <li>• Identify a picture that provides information in a text.</li> <li>• Identify the author of a text.</li> <li>• Define the author's role in presenting the ideas or information in a text.</li> <li>• Name the illustrator of a text.</li> <li>• Define the illustrator's role in presenting the ideas or information in a text.</li> <li>• Actively engage with illustrations or content in shared informational text.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>• Use illustrations and details from a text to describe key ideas.</li> <li>• Identify ideas found in illustrations and those found in text.</li> <li>• Distinguish between print and illustrations in informational text.</li> <li>• Communicate thoughts about a text</li> <li>• listen during shared informational text</li> <li>• indicate when text matches visual supports in text</li> <li>• Listen for, and indicate when, information that matches a given illustration from a text.</li> <li>• Point out matching keywords in both text and illustrations.</li> <li>• Actively engage in shared informational text that contains illustrations.</li> </ul>
<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>• Identify one or more reasons/facts an author gives to support their own words in written text.</li> <li>• Identify that authors of informational texts use proven facts to support their own words.</li> <li>• Identify that authors of informational texts write using facts.</li> <li>• Identify refers to recognizing and/or naming.</li> <li>• Reasons refers to causes or explanations.</li> <li>• Author refers to a person who presents ideas or information in written form.</li> <li>• Points refers to ideas, opinions, or claims.</li> <li>• Indicate the author's name or picture on/in a given text.</li> <li>• Indicate the author who wrote a given text.</li> <li>• Identify one or more topics the author writes about in a text.</li> <li>• Match one of the author's topics to one or more supporting detail from the text.</li> <li>• identify the difference between fact and fiction</li> <li>• identify that facts are proven points of information</li> <li>• Actively engage in shared informational text that contains a topic of interest.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> <li>• Describe similarities and differences between two versions of a text on the same topic.</li> <li>• Identify the similarities in two texts that address the same topic.</li> <li>• Identify two texts that have similar topics.</li> <li>• Topic refers to a subject or focus of a text.</li> <li>• Illustrations refers to the pictures, drawings, or visual aids that provide a visual representation of some part of the text.</li> <li>• Descriptions refers to an account that includes all the relevant features or characteristics.</li> <li>• Procedures refers to a series of steps that build on one another and lead to an outcome.</li> <li>• Identify similarities as being the same or alike, but not identical.</li> <li>• Identify differences as not alike.</li> <li>• Actively engage during the sharing of two informational texts on the same topic.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>	
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<ul style="list-style-type: none"> <li>• By the end of year, read decodable, informational texts, using the skills outlined below.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Decode words with three-consonant blends.</li> <li>• Build words with three-consonant blends.</li> <li>• Identify words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Decode words with two-consonant blends.</li> <li>• Build words with two-consonant blends.</li> <li>• Identify words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.)</li> <li>• Decode words with digraphs.</li> <li>• Build words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support decode and read CVC words within a grade level text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Identify words with common phonemic VC word patterns (word families)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> </ul> <p><b>Phonological Awareness</b> (detailed further in learning progression in Reading Foundations)</p> <ul style="list-style-type: none"> <li>• Articulate the 5 short vowel sounds</li> <li>• Break orally presented word into phonemes</li> <li>• Break an orally presented word into onset/first sound and rime</li> <li>• Break orally presented word into syllables</li> <li>• Actively participate in reading activities using orally presented and text-based, 1st grade-level, age-appropriate, informational texts, using scaffolding and adaptations as needed.</li> <li>• Actively engage in reading activities using orally presented and text-based, 1st grade-level, informational texts, using scaffolding and adaptations as needed.</li> </ul>



<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b><i>Reading Standards: Foundational Skills</i></b>	
<p><b>Print Concepts</b></p> <p><b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p>	<ul style="list-style-type: none"> <li>• Identify organizational features of a sentence (e.g., words, capitalization ending punctuation).</li> <li>• Track words from left to right, top to bottom, and note correct page orientation.</li> <li>• Identify that words refers to specific combinations of written letters that represent a spoken word.</li> <li>• Alphabet refers to a system of letters in a fixed order that represents the sounds of the language.</li> <li>• Uppercase letters refers to the capital letters in the alphabet.</li> <li>• Lowercase letters refers to the smaller form of the letters in the alphabet.</li> <li>• Most letter names are closely related to their corresponding sound.</li> <li>• Follow words from left to right, top to bottom, and page by page.</li> <li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• Show that words are separated by spaces in print.</li> <li>• Identify all upper- and lowercase letters of the alphabet.</li> <li>• Name all upper- and lowercase letters of the alphabet.</li> <li>• Print carries a message.</li> <li>• Print is organized in a specific format to convey meaning.</li> <li>• Letters are written symbols that represent the sounds of language.</li> <li>• In print, spaces separate words to help the reader know where a word begins and ends.</li> <li>• Knowing the letter names can support recalling the sound of the letter (e.g., b, d, z).</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Phonological Awareness</b></p> <p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p><b>a.</b> Distinguish long from short vowel sounds in spoken single syllable words.</p> <p><b>b.</b> Orally produce single-syllable words by blending phonemes, including consonant blends.</p> <p><b>c.</b> Isolate and pronounce initial medial vowel, and final phonemes in spoken single-syllable words.</p> <p><b>d.</b> Segment spoken single-syllable words.</p>	<ul style="list-style-type: none"> <li>• Identify the ending sound of a word.</li> <li>• Identify the beginning sound of the name of an object.</li> <li>• Demonstrate understanding of spoken words, syllables and sounds (e.g., tap/clap syllables of a word).  <i>Note: In the hierarchy of phonological awareness spoken whole words and word parts comes before onset and rime.</i></li> <li>• Recognize rhyming words.</li> <li>• Produce rhyming words.</li> <li>• Count syllables in spoken words.</li> <li>• Pronounce syllables in spoken words.</li> <li>• Blend syllables in spoken words.</li> <li>• Segment syllables in spoken words.</li> <li>• Blend onsets and rimes in single-syllable spoken words.</li> <li>• Segment onsets and rimes in single-syllable spoken words.</li> <li>• Isolate and pronounce the initial sound in CVC words</li> <li>• Isolate and pronounce the medial vowel sound in CVC words</li> <li>• Isolate and pronounce the final sound in CVC words.</li> <li>• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Phonics and Word Recognition</b></p> <p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>b.</b> Decode regularly spelled one-syllable words.</p> <p><b>c.</b> Know final e and common vowel team conventions for representing long vowel sounds.</p> <p><b>d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>e.</b> Decode two syllable words following basic patterns by breaking the words into syllables.</p> <p><b>f.</b> Read words with inflectional endings.</p> <p><b>g.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>• Produce (orally or augmented) the primary or most frequent sound for each consonant and vowel.</li> <li>• Distinguish between similarly spoken words by identifying the letters where the sound differs</li> <li>• Stretch spoken words by individual sounds then state or select the whole word.</li> <li>• Know the spelling-sound correspondences</li> <li>• Determine the number of syllables in a printed word.</li> <li>• Listen for sound differences</li> <li>• Specific common vowel teams represent long vowel sounds (e.g., ai, oa, ee).</li> <li>• Every syllable must have a vowel sound.</li> <li>• There are six types of written syllable patterns.</li> <li>• Know the six types of written syllable patterns.</li> <li>• Words can have common endings (e.g., -s, -ed, -ing).</li> <li>• Irregularly spelled words refers to words that are not spelled as they sound (e.g., above, country, again).</li> <li>• Breaking words into syllables supports decoding multi-syllable words.</li> <li>• A word has as many syllables as it has vowel sounds.</li> <li>• Engage during phonics lessons</li> <li>• Engage during letter/sound decoding activities</li> <li>• Engage with letters representing first sounds in words</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Fluency</b></p> <p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read grade-level text with purpose and understanding.</p> <p><b>b.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• Read grade-level text with fluency to support understanding.</li> <li>• Read grade-level text orally with increased accuracy and fluency on successive readings.</li> <li>• Decode words with common endings (e.g., -s, -ed, -ing).</li> <li>• Demonstrate the spelling-sound correspondences during decoding</li> <li>• Break words into syllables to support decoding multi-syllable words.</li> <li>• Identify syllables within a printed word</li> <li>• Orally break up a given word into syllables</li> <li>• A word has as many syllables as it has vowel sounds.</li> <li>• Use context to confirm or self-correct word recognition, rereading as necessary.</li> <li>• Use decoding skills to self-correct, rereading word as necessary.</li> <li>• Decode CVC words with automaticity and fluency</li> <li>• Decode predictable short vowels with automaticity and fluency</li> <li>• Decode words by saying all sounds in the word represented by letter symbols with increasing automaticity until fluent (within 1 second)</li> <li>• Stretch spoken words by individual sounds then state or select the whole word.</li> <li>• Represent sound for each letter in alphabet with automaticity</li> <li>• Demonstrate letter-sound knowledge with increasing automaticity</li> <li>• Articulate all letter sounds accurately with increasing automaticity until fluent (each sound symbol correspondence within 1 second)</li> <li>• Demonstrate foundational knowledge in phonological/phonemic awareness</li> <li>• Actively participate in supported grade-level/age-appropriate, adapted texts.</li> <li>• Actively engage with letters, sounds, and words.</li> <li>• Engage during phonics lessons</li> <li>• Engage during letter/sound decoding activities</li> <li>• Engage with letters representing first sounds in words</li> <li>• Note: see RL.1.10 and RI.1.10 and all RF standards for additional skills in this sequence.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b> <b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> <li>• Generate written text (from direct selection using words, photographs, icons, objects, augmentative communication system, sign language, etc.) stating a basic opinion on a topic.</li> <li>• Identify an opinion as one's own thoughts or feelings about something</li> <li>• Communicate a personal thought about a topic or book</li> <li>• Actively participate in communication/writing opportunities (using individualized modes and methods).</li> <li>• Engage in activities where opinions are shared</li> </ul>
<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<ul style="list-style-type: none"> <li>• Generate text that explains a topic in detail.</li> <li>• Generate written text about a topic, and provide one fact about the topic.</li> <li>• Identify/communicate at least one fact about a topic.</li> <li>• Choose an object that represents a writing topic.</li> <li>• Engage with objects that represent potential writing topics.</li> <li>• Engage with a person, activity or object to show interest in a topic.</li> </ul>
<b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<ul style="list-style-type: none"> <li>• Integrate temporal words into writing to convey sequence of events.</li> <li>• Order details in writing to convey a sequence of events.</li> <li>• Tell about two or more details from a selected event.</li> <li>• Select an event to describe.</li> <li>• Actively participate in events with two or more sequential details.</li> <li>• Engage during sequenced events in daily activity.</li> </ul>
<b>Production and Distribution of Writing</b> <b>W.1.4</b> (Begins in grade 3)	(Begins in grade 3)

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> <li>• Describe what others suggest to strengthen writing.</li> <li>• Elaborate on a written topic by adding multiple details.</li> <li>• Listen to questions and feedback about writing.</li> <li>• Share writing with others for feedback.</li> <li>• Transfer communicated topic and details into print. (e.g. record voice using speech to text)</li> <li>• Communicate multiple points on one topic.</li> <li>• Elaborate on a communicated message following a question.</li> <li>• Write or communicate on topic without straying.</li> <li>• Select a topic for writing or conversation.</li> <li>• Engage when asked a question.</li> </ul>
<p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> <li>• Use digital tools that offer collaboration features.</li> <li>• With guidance and support, use digital tools to produce and publish writing.</li> <li>• Use digital tools to capture communicated ideas, thoughts and feelings.</li> <li>• With guidance and support, explore and use digital tools used to communicate thoughts, feelings, ideas, etc.</li> <li>• Identify digital tools that can be used for writing.</li> <li>• Engage with digital tools used for communication/writing.</li> </ul>
<p><b>Research to Build and Present Knowledge</b></p> <p><b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)..</p>	<ul style="list-style-type: none"> <li>• Develop shared writing with a peer.</li> <li>• Collaborate to take notes on a shared topic.</li> <li>• Recall information from research, using notes, outline task analysis, picture sequence, etc., to use in another application. (e.g. construction project, cooking experience, plan a trip, develop a report, sequence of events, etc.)</li> <li>• Identify directions or how-to sequence of instructions, or other notable research information in a text.</li> <li>• Select/share a topic of interest for research.</li> <li>• Identify a “how-to” book from an array of informational text.</li> <li>• Engage with “how-to” books on a topic of choice.</li> <li>• Engage with peer during a shared research or writing project.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Select a detail from experiences or research to answer a question.</li> <li>• With scaffolding and support, respond with an answer (using any mode of communication) when a question mark is seen in print.</li> <li>• Demonstrate knowledge that a question mark is a printed indicator of a question.</li> <li>• Order pictures from an experience to demonstrate recall of information.</li> <li>• Recall information from a daily experience by reviewing pictures taken of the event.</li> <li>• Engage in daily experiences.</li> </ul>
<b>W.1.9</b> (Begins in grade 4)	(Begins in grade 4)
<b>Range of Writing</b> <b>W.1.10</b> (Begins in grade 3)	(Begins in grade 3)

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Speaking and Listening Standards</b>	
<p><b>Comprehension and Collaboration</b></p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>b.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>c.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> <li>• Participate in group discussions about 1st grade appropriate topics and text.</li> <li>• Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking).</li> <li>• Ask questions for clarification.</li> <li>• Actively participate in supported conversations about 1st grade appropriate topics and text.</li> <li>• Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)</li> <li>• Continue a conversation through multiple exchanges.</li> <li>• Actively participate in conversation about 1st grade appropriate topics or text.</li> <li>• Actively listen to others.</li> <li>• Respond to a question.</li> <li>• Use any mode of communication to participate in a collaborative conversation.</li> <li>• Engage in communication opportunities.</li> </ul>
<p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).</p>	<ul style="list-style-type: none"> <li>• Ask a question related to the text read-aloud by providing key details from the text or other media.</li> <li>• Answer a question related to the text read-aloud.</li> <li>• Indicate interest or inquiry about text vocabulary, pictures, minor details, topic, author, etc.</li> <li>• Actively participate in text read aloud, in various formats, by actively engaging and/or commenting.</li> <li>• Engage during shared read-alouds.</li> </ul>



<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<ul style="list-style-type: none"> <li>• Ask a question inquire further about the speaker's topic.</li> <li>• Recall one detail shared by the speaker following a general question. (e.g. What was your favorite detail speaker shared? What do you remember? What was this presentation about? etc.)</li> <li>• Ask for assistance.</li> <li>• Answer questions.</li> <li>• Communicate with others.</li> <li>• Repeat communication attempt until understood.</li> <li>• Establish a mode of communication that is understood by others</li> <li>• Establish a mode of communication that flexibly includes age-appropriate topics and skills</li> <li>• Seek opportunities for purposeful interactions with others.</li> <li>• Actively attend to a speaker.</li> <li>• Actively engage with others to get attention when in need.</li> </ul>
<b>Presentation of Knowledge and Ideas</b> <b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> <li>• Describe a person, place, thing, or event from a personal experience.</li> <li>• Express feelings about a familiar topic (person, place, thing, or event).</li> <li>• Select a familiar topic (person place, thing, or event) for discussion.</li> <li>• participate in interest inventories/surveys about preferences</li> <li>• create a circles graph referencing people who are personal friends or family members and others who are acquaintances or strangers</li> <li>• share personal experiences in a journal or share time</li> <li>• share about familiar things during show and tell</li> <li>• participate in autobiography (All About Me) activities</li> <li>• Actively participate in selection of familiar people, things, events places with which to interact.</li> <li>• Actively engage with familiar people in familiar places, with familiar things and/or during familiar events.</li> <li>• Actively participate in events with familiar people, places, things.</li> </ul>
<b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>• Pair visuals with text to clarify ideas and make meaning.</li> <li>• Select or draw details in pictures to add meaning to a story or experience</li> <li>• Select one or more picture(s) that represents a story or experience.</li> <li>• Use pictures to communicate feelings, needs, thoughts or ideas.</li> <li>• Engage with pictures that can be used to communicate.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.	<ul style="list-style-type: none"><li>• Communicate appropriately to task or situation. (on topic, in response to question or prompt)</li><li>• Communicate using a complete sentence.</li><li>• Communicate using simple sentence containing a subject and verb.</li><li>• Communicate using multi-word responses.</li><li>• Communicate using one picture or word.</li><li>• Engage with a communication partner.</li></ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Language Standards</b>	
<p><b>Conventions of Standard English</b></p> <p><b>L.1.1</b> Demonstrate command of the conventions of standard</p> <p><b>a.</b> English grammar and usage when writing or speaking.</p> <p><b>b.</b> Print all upper-and lowercase letters.</p> <p><b>c.</b> Use common, proper, and possessive nouns.</p> <p><b>d.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p><b>e.</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p><b>f.</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday, I walked home; Today, I walk home; Tomorrow, I will walk home).</p> <p><b>g.</b> Use frequently occurring adjectives.</p> <p><b>h.</b> Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).</p> <p><b>i.</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>j.</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p><b>k.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p><b>Communicate during writing or speaking using conventions of standard English grammar:</b></p> <ul style="list-style-type: none"> <li>• Upper- and lower-case letters;</li> <li>• Common nouns, verbs and pronouns;</li> <li>• Question words;</li> <li>• Adjectives (e.g., big, little);</li> <li>• Conjunctions (e.g., and, but); and</li> <li>• Prepositions. (.e.g., under, on).</li> </ul> <p><b>Communicate during writing or speaking using the conventions of standard English grammar, including the use of:</b></p> <ul style="list-style-type: none"> <li>• Upper- and lower-case letters;</li> <li>• Common nouns, verbs and pronouns</li> <li>• Question words;</li> <li>• Adjectives; and</li> <li>• Simple sentences.</li> <li>• Communicate during writing or speaking using two or more word combinations during a shared writing or speaking activity.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Capitalize dates and names of people.</p> <p><b>b.</b> Use end punctuation for sentences.</p> <p><b>c.</b> Use commas in dates and to separate single words in a series.</p> <p><b>d.</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> <li>• Write letters representing sounds in simple words.</li> <li>• Match letter sounds to letters in print.</li> <li>• Order and manipulate the sounds in simple words.</li> <li>• identify a sentence as beginning with a capital letter and ending with punctuation</li> <li>• select types of punctuation</li> <li>• match punctuation mark with sentence type</li> <li>• identify one or more reasons we capitalize words</li> <li>• capitalize own name</li> <li>• identify letters as sounds in speech and writing</li> <li>• say or identify each of the short vowel sounds</li> <li>• say or identify each of the consonant sounds (most commonly used)</li> <li>• match sounds in simple words to placeholders for letters (Elkonin boxes with chips)</li> <li>• match letter sounds in simple words to letter tiles or letter shapes</li> <li>• Actively engage during phonological awareness and phonics activities.</li> </ul>
<p><b>Knowledge of Language</b></p> <p><b>L.K.3</b> (Begins in grade 2)</p>	<p>(Begins in grade 2)</p>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use frequently occurring affixes as a clue to the meaning of a word.</p> <p><b>c.</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> <li>• Identify the new meaning of a word when a root word is paired with a prefix or suffix. (e.g. dog + s = more than one dog OR re + tie = tie again)</li> <li>• Identify a root word as a whole word inside a larger word.</li> <li>• L.K2.3c Identify familiar objects or pictures that represent new 1st grade words.</li> <li>• Actively participate in word meaning (vocabulary syntax and semantics) activities.</li> <li>• With modeling and support break words into syllables orally</li> <li>• With modeling and support break words into syllables visually</li> <li>• Identify that many word parts have meaning</li> <li>• Identify that there are different types of words (compound, past tense, plural, contractions, etc.)</li> <li>• Identify a root word as a whole word inside a larger word</li> <li>• Pair words with meaning and concrete examples from everyday life</li> <li>• Actively engage in word meaning activities.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><b>b.</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p><b>c.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>d.</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> <li>• With modeling and scaffolding order three or more words from least intense to most intense to show shades of meaning. (e.g. big, bigger, biggest)</li> <li>• Describe attributes of familiar or newly learned words to develop meaning.</li> <li>• Sort objects paired with words into categories representing meaning (themes, everyday groupings, experiences, settings, etc.)</li> <li>• learn that more than one word can be used to convey similar meaning</li> <li>• Select word choice to add detail and intensity to what we speak and write</li> <li>• Select words from categories that can be used to write on specific topics</li> <li>• Identify that adjectives, verbs and nouns can be used to describe other words - attributes</li> <li>• Use words can be used to describe everyday people and places</li> <li>• Select words help us understand what others are trying to tell us</li> <li>• Use words to help others understand ideas, thoughts, feelings, etc.</li> <li>• Identify that every word has meaning</li> <li>• Combine words into phrases, sentences, paragraphs and books to tell more and more about a topic</li> <li>• Actively engage in word development activities.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> <li>• Identify conjunctions as word that connects (sentences) or expands ideas (clauses).</li> <li>• Select words and phrases that apply to everyday events</li> <li>• Mimic the speech of others</li> <li>• Chorally respond by saying repeat lines in text</li> <li>• Listen to language then describe meaning</li> <li>• Listen to the words and phrases used by peers, adults and in texts</li> <li>• Analyze words used in oral language experiences as having a part of speech</li> <li>• Use parts of speech to create simple sentences</li> <li>• Select words and phrases from oral language experiences that include conjunctions.</li> <li>• Actively participate during activities by interjecting words or phrases that include a conjunction.</li> <li>• Actively engage during oral language experiences.</li> </ul>

## Grade 2

Grade-Level Standard Grade 2	Learning Progression <i>Building the Base &amp; Engagement</i>
<b>Reading Standards and Literature</b>	
<p><b>Key Ideas and Details</b></p> <p><b>RL.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> <li>• Ask and answer who, what, where, when or how questions to demonstrate understanding of literature</li> <li>• Ask and answer who, what, where or when questions to demonstrate understanding of literature.</li> <li>• Answer who or what questions to demonstrate understanding of literature.</li> <li>• associate who questions with characters</li> <li>• associate where questions with setting or location</li> <li>• associate when questions with time or plot sequence - order</li> <li>• associate what questions with actions/plot</li> <li>• take note of details as the text is shared - note with objects, pictures, words, symbols, etc</li> <li>• Actively engage with shared literature.</li> <li>• Actively engage with someone who is asking a question.</li> </ul>
<p><b>RL.2.2</b> Analyze literary text development.</p> <p><b>a.</b> Determine the lesson or moral.</p> <p><b>b.</b> Retell stories, including fables and folktales from diverse cultures.</p>	<ul style="list-style-type: none"> <li>• Select the moral of a well-known folktale or fable from an array. (pictures with text)</li> <li>• Retell or sequence events from a familiar folktale or fable to demonstrate recall.</li> <li>• Select two objects or pictures that represent two events from a familiar folktale or fable. explore how texts can teach lessons/ morals</li> <li>• define moral</li> <li>• identify characteristics of folktales and fables (once upon a time..., talking animals, long ago, magic, good vs. evil, etc.)</li> <li>• align morals with social situations, safety, life skills</li> <li>• explore diverse cultures</li> <li>• explore the culture of origin for folktales and fables</li> <li>• explore common threads between morals and rules</li> <li>• define retell</li> <li>• retell events from personal experience</li> <li>• retell events told by others</li> <li>• retell events from text</li> <li>• Actively engage in shared folktales or fables.</li> </ul>



<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> <li>• Describe characters and how they change in a story (e.g., sad to happy, short to tall).</li> <li>• Match character with an event or challenge from the story.</li> <li>• Select characters, in a given story.</li> <li>• Actively engage during the sharing of any story.</li> </ul>
<b>Craft and Structure</b> <b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> <li>• Identify words that repeat, rhyme or support the rhythm in a story, poem or song</li> <li>• Select words that rhyme from stories, songs or poems</li> <li>• Select words from stories, songs or poems that have the same number of syllables.</li> <li>• Identify a sound that is repeated in an alliteration poem, song or story.</li> <li>• Break words from stories, songs or poems into syllables or beats</li> <li>• sing songs with regular beats, alliteration, rhymes, and repeated lines</li> <li>• pair kinesthetic movements with regular beats, alliteration, rhymes, and repeated lines</li> <li>• stretch or repeat letter sounds (mmmmmm) (sssssss) (ttttttt) (bbbbbb)</li> <li>• name words that begin or end with the same sound</li> <li>• identify words with the same number of syllables or beats</li> <li>• Actively engage with music, poems, and stories with regular beats, alliterations, rhymes, and repeated lines.</li> </ul>
<b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> <li>• Describe what happens at the end of the story.</li> <li>• Identify words or phrases commonly used at the beginning or end of a story.</li> <li>• Show the beginning and ending of a story.</li> <li>• define beginning and end using many contextual examples</li> <li>• model the beginning of a conversation with introduction</li> <li>• model the ending of a conversation with a conclusion</li> <li>• identify introductory words or phrases</li> <li>• identify concluding words or phrases</li> <li>• Actively engage in stories told with a distinctive beginning and end.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<p><b>RL.2.6</b> Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.</p>	<ul style="list-style-type: none"> <li>• Identify the point of view or attitude of various characters</li> <li>• Identify the point of view or attitude of main character.</li> <li>• Match pictures or objects to identify who is telling a story.</li> <li>• define narrator</li> <li>• distinguish between narrator and characters</li> <li>• define point of view</li> <li>• identify quotation marks in text</li> <li>• recognize that point of view can be shared through speech, thoughts, opinions, feelings and writing</li> <li>• Actively engage with the person telling the story.</li> <li>• Actively engage with one or more character voices.</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<ul style="list-style-type: none"> <li>• Use illustrations and text to describe the characters, setting or events/plot from a story.</li> <li>• Use illustrations, concrete objects or text to identify details, characters, setting or events/plot from a story.</li> <li>• Use illustrations or concrete objects that relate to a story's characters or setting.</li> <li>• identify illustrations as pictures from a story</li> <li>• identify characters as people or animals in a text</li> <li>• identify setting as the place(s)/locations in a text</li> <li>• describe what is happening in a given illustration</li> <li>• indicate elements of character, setting or plot in a picture from a text</li> <li>• Actively engage with illustrations or words in a print or digital text.</li> </ul>
<p><b>RL.2.8</b> Not applicable to literature</p>	

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<p><b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<ul style="list-style-type: none"> <li>• Describe similarities/compare or differences/contrast in two or more versions of a story.</li> <li>• Match similarities of characters or events in two versions of a story.</li> <li>• Identify two books that have similar characters or themes</li> <li>• define compare</li> <li>• define contrast</li> <li>• define cultures</li> <li>• identify the author of a story</li> <li>• participate in the use of a Venn diagram</li> <li>• sort stories by common elements</li> <li>• define characters</li> <li>• define events in a story</li> <li>• Actively engage during the sharing of two versions of the same story.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RL.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p>	<ul style="list-style-type: none"> <li>• Read &amp; Comprehend</li> <li>• Answer wh- questions related to grade-level/age appropriate poems and stories.</li> <li>• Decode and read simple poems and stories.</li> <li>• Engage with text types including poetry and stories.</li> <li>• Decoding</li> <li>• Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>• Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading.</li> <li>• With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>• Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words)</li> <li>• Decode words with digraphs.</li> <li>• Build words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch)</li> <li>• Decode words with consonant blends.</li> <li>• Build words with consonant blends.</li> <li>• Identify words with consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends</li> <li>• With prompting and support decode and read CVC words within a grade level text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations in 3 letter words (CVC words)</li> <li>• Identify words with common phonemic VC word patterns (word families)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds</li> <li>• Actively engage with sounds, letters, words, phrases, sentences, within grade-level literature.</li> <li>• Actively engage with sounds letters, words, phrase, sentences, within grade-level literature.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b> <b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>• Ask and answer who, what, where, when, why and how questions to demonstrate understanding of informational text.</li> <li>• Ask and answer who, what, where and when questions to demonstrate understanding of informational text.</li> <li>• Answer who or what questions to demonstrate understanding of informational text.</li> <li>• associate who questions with people</li> <li>• associate where questions with geographic location</li> <li>• associate when questions with time</li> <li>• associate what questions with topic and details</li> <li>• take note of details as the text is shared - note with objects, pictures, words, symbols, etc.</li> <li>• Actively engage with shared informational text.</li> <li>• Actively engage with someone who is asking a question.</li> </ul>
<b>RI.2.2</b> Analyze informational text development. <b>a.</b> Identify the main topic of a multi-paragraph text. <b>b.</b> Identify the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> <li>• Identify the main topic and the focus of two or more paragraphs.</li> <li>• Identify the who or what (subject/topic) in a given paragraph.</li> <li>• Identify the who or what (subject/topic) in a given sentence.</li> <li>• identify an informational text vs. literature</li> <li>• identify a paragraph</li> <li>• identify a sentence</li> <li>• identify a word</li> <li>• identify nouns/subjects within a sentence</li> <li>• Actively engage during the sharing of a sentence or a paragraph from an informational text.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> <li>• Describe the connections between events, ideas, individuals or steps in procedures in a text.</li> <li>• Describe two events, ideas, individuals or steps in procedures from a text.</li> <li>• Identify two events, ideas, individuals or steps in procedures from a text.</li> <li>• Learn that relationship refers to the way in which two items are connected.</li> <li>• Learn that a cause/effect relationship refers to one that notes the reasons for and/or the consequences of an action, event, or decision.</li> <li>• Sequence the order or arrangement of objects or events, one coming after the other.</li> <li>• Order events according to language that pertains to time (e.g. before, after, then, first) is used to describe a point in time.</li> <li>• Look for or identify language that pertains to cause/effect (e.g., what happened, why, because, as a result of) is used to describe a relationship.</li> </ul>
<b>Craft and Structure</b> <b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> <li>• Use a word study strategy to describe the meaning of words in a text.</li> <li>• Identify the meaning of words based on how they are used in a text.</li> <li>• Ask questions about unknown word to determine its meaning.</li> <li>• practice the use of word strategies (break word into onset and rime, break word into syllables, morphemes, break word into phonemes, word origin, part of speech, context, use a dictionary ask questions, etc.) to determine meaning</li> <li>• identify that a word is more than its name by sight - it has meaning</li> <li>• use word study strategies from all brain processors (phonology, orthography, phonics, semantics and syntax) to develop word meaning (break word into onset and rime, break word into syllables, morphemes, break word into phonemes, word origin, part of speech, etc.)</li> <li>• Actively engage during Q &amp; A about informational text vocabulary.</li> <li>• Actively engage with objects, tactile graphics or other sensory experiences related to better understand the meaning of words in a text.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<ul style="list-style-type: none"> <li>• Use text features (e.g., heading, table of contents, glossaries) to locate specific information in a text.</li> <li>• Identify a glossary as a place to find definitions and possibly page numbers for keywords in a text.</li> <li>• Identify a table of contents as a map or outline of the text - a place to find page numbers for specific information.</li> <li>• hold the book upright</li> <li>• hold the book front facing</li> <li>• turn pages in a book moving from front to back</li> <li>• indicate the cover of the book</li> <li>• indicate the pages in a book</li> <li>• identify the pictures in a book</li> <li>• identify the pictures in a book</li> <li>• indicate the title of the book</li> <li>• indicate the author of a book</li> <li>• identify page numbers in a text</li> <li>• identify large or bold text as important text features (possibly headings, key terms, titles, etc.)</li> <li>• match the glossary with the front of the book</li> <li>• match the table of contents with the back of the book</li> <li>• Actively engage in the handling of a book</li> </ul>
<p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<ul style="list-style-type: none"> <li>• Identify the main purpose of an informational text.</li> <li>• Review the pictures or other illustrations in a text to identify meaning or additional information about the author's chosen topic.</li> <li>• Identify the topic(s) the author has chosen to write about from the title, table of contents or chapter content.</li> <li>• Name the author of a text.</li> <li>• Define the author's role in presenting the ideas or information in a text.</li> <li>• Name the illustrator of a text.</li> <li>• Define the illustrator's role in presenting the ideas or information in a text.</li> <li>• distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Actively engage in shared informational text.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<ul style="list-style-type: none"> <li>• Describe the relationship between illustrations and the story in which they appear.</li> <li>• Identify a detail(s) found in images/diagrams that is/are not present in the text.</li> <li>• Match ideas found in illustrations to those found in text.</li> <li>• Communicate thoughts about a text</li> <li>• listen during shared informational text</li> <li>• indicate when text matches visual supports in text</li> <li>• Listen for, and indicate when, information that matches a given illustration from a text.</li> <li>• Point out matching keywords in both text and illustrations.</li> <li>• Distinguish between print and illustrations in informational text.</li> <li>• Actively engage in shared informational text that contains illustrations.</li> </ul>
<p><b>RI.2.8</b> Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.</p>	<ul style="list-style-type: none"> <li>• Locate a reason/detail that supports the author's point in a text.</li> <li>• Identify key points in a text.</li> <li>• Identify the topic of a text.</li> <li>• Identify refers to recognizing and/or naming.</li> <li>• Reasons refers to causes or explanations.</li> <li>• Author refers to a person who presents ideas or information in written form.</li> <li>• Points refers to ideas, opinions, or claims.</li> <li>• Indicate the author's name or picture on/in a given text.</li> <li>• Indicate the author who wrote a given text.</li> <li>• Identify one or more topics the author writes about in a text.</li> <li>• Match one of the author's topics to one or more supporting detail from the text.</li> <li>• identify the difference between fact and fiction</li> <li>• identify that facts are proven points of information</li> <li>• Identify that authors of informational texts write using facts.</li> <li>• Identify that authors of informational texts use proven facts to support their own words.</li> <li>• Identify one or more reasons/facts an author gives to support their own words in written text.</li> <li>• Actively engage in shared informational text that contains a topic of interest.</li> </ul>



<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• Given the most important points from two passages on the same topic, contrast to find the differences.</li> <li>• Given the most important points from two passages on the same topic, compare to find the similarities.</li> <li>• Identify basic differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• Topic refers to a subject or focus of a text.</li> <li>• Illustrations refers to the pictures, drawings, or visual aids that provide a visual representation of some part of the text.</li> <li>• Descriptions refers to an account that includes all the relevant features or characteristics.</li> <li>• Procedures refers to a series of steps that build on one another and lead to an outcome.</li> <li>• Identify similarities as being the same or alike, but not identical.</li> <li>• Identify differences as not alike.</li> <li>• Identify two texts that have similar topics.</li> <li>• Identify the similarities in two texts that address the same topic.</li> <li>• Actively engages during the sharing of two informational texts on the same topic.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of year, listen to or read, and comprehend 2nd grade-level, age-appropriate, informational texts, across all subject areas using scaffolding and adaptations as needed.</p>	<ul style="list-style-type: none"> <li>• Read &amp; Comprehend</li> <li>• Answer wh- questions related to grade-level/age appropriate informational texts, including history/social studies, science, and technical texts.</li> <li>• Decode and read simple informational text..</li> <li>• Engage with informational texts, including history/social studies, science, and technical texts.</li> <li>• Decoding</li> <li>• Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>• Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading.</li> <li>• With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by decoding 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>• Demonstrate knowledge of 26 letter sounds by decoding CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Decode words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch)</li> <li>• Decode words with consonant blends.</li> <li>• Identify words with consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends</li> <li>• With prompting and support decode and read CVC words within a grade level text.</li> <li>• Demonstrate knowledge of 26 letter sounds by decoding 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds while decoding.</li> <li>• Actively participate in comprehension activities using 2nd grade-level, age-appropriate, informational texts, across all subject areas using scaffolding and adaptations as needed.</li> <li>• Actively engage in activities using orally presented and text-based 2nd grade-level, age-appropriate, informational texts, across all subject areas using scaffolding and adaptations as needed.</li> <li>• Actively engage with sounds, letters, words, phrases, sentences, within grade-level literature.</li> <li>• Engage with informational text written at the second grade level.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Reading Standards: Foundational Skills</b>	
<p><b>Phonics and Word Recognition</b></p> <p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><b>b.</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>c.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>d.</b> Decode words with common prefixes and suffixes.</p> <p><b>e.</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>f.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>• Identify letter-sound association at the beginning of words</li> <li>• Match speech sounds to printed consonant letters.</li> </ul> <p style="margin-left: 20px;"><i>Note: Referencing “Speech to Print” research by Louisa Moats</i></p> <ul style="list-style-type: none"> <li>• Apply letter-sound knowledge (e.g., recognize sound of first letter of own name, recognize own name).</li> <li>• Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>• Associate the long and short sounds with common spellings for the five major vowels.</li> <li>• Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Fluency</b></p> <p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read grade-level text with purpose and understanding.</p> <p><b>b.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• Read grade-level text with fluency to support understanding.</li> <li>• Read grade-level text orally with increased accuracy and fluency on successive readings.</li> <li>• Decode specific common vowel teams represent long vowel sounds (e.g., ai, oa, ee).</li> <li>• Decode words with common endings (e.g., -s, -ed, -ing).</li> <li>• Identify irregularly spelled words that are not spelled as they sound (e.g., above, country, again).</li> <li>• Demonstrate the spelling-sound correspondences during decoding</li> <li>• Break words into syllables to support decoding multi-syllable words.</li> <li>• Identify syllables within a printed word</li> <li>• Orally break up a given word into syllables</li> <li>• A word has as many syllables as it has vowel sounds.</li> <li>• Use context to confirm or self-correct word recognition, rereading as necessary.</li> <li>• Use decoding skills to self-correct, rereading word as necessary.</li> <li>• Decode CVC words with automaticity and fluency</li> <li>• Decode predictable short vowels with automaticity and fluency</li> <li>• Decode words by saying all sounds in the word represented by letter symbols with increasing automaticity until fluent (within 1 second)</li> <li>• Stretch spoken words by individual sounds then state or select the whole word.</li> <li>• Represent sound for each letter in alphabet with automaticity</li> <li>• Demonstrate letter-sound knowledge with increasing automaticity</li> <li>• Articulate all letter sounds accurately with increasing automaticity until fluent (each sound symbol correspondence within 1 second)</li> <li>• Demonstrate foundational knowledge in phonological/phonemic awareness</li> <li>• Actively participate in supported grade-level/age-appropriate, adapted texts.</li> <li>• Actively engage with letters, sounds, and words.</li> <li>• Engage during phonics lessons</li> <li>• Engage during letter/sound decoding activities</li> <li>• Engage with letters representing first sounds in words</li> </ul> <p><i>Note: see RL.2.10 and RI.2.10 and all RF standards for additional skills in this sequence.</i></p>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b> <b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> <li>• Include a concluding statement in writing.</li> <li>• Use linking words such as and, also to add additional reasons to support an opinion in writing.</li> <li>• Generate written text stating a basic opinion on a topic, and provide a reason musing the linking word “because”.</li> <li>• Generate written text stating a basic opinion on a topic.</li> <li>• Communicate a personal opinion about a topic or book.</li> <li>• Communication opinions to others.</li> <li>• Engage in conversations where opinions are shared.</li> </ul>
<b>W.2.2</b> Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<ul style="list-style-type: none"> <li>• Communicate/select/write to fill in a template that includes a topic sentence, closing statement and one or more supporting facts. (e.g. The important thing about _(Topic)_ is _____.</li> <li>• (Topic) is _____.</li> <li>• (Topic) is _____.</li> <li>• (Topic) is _____ but the important thing about _(topic)_ is _____.)</li> <li>• Generate written text about a topic, and provide one fact about the topic.</li> <li>• Generate at least one fact about a topic.</li> <li>• Identify a topic for writing.</li> <li>• Engage in communication that could be captured for writing.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> <li>• Include words in writing that signal closure.</li> <li>• Include temporal words within text to suggest order of events.</li> <li>• Generate text to communicate a sequence of events that tell a story.</li> <li>• Arrange pictures or text to communicate a sequence of events that tell a story.</li> <li>• Identify actions, thoughts and feelings about a topic.</li> <li>• Identify details about the event.</li> <li>• Select an event to describe.</li> <li>• Engage in events that could be described in writing.</li> <li>• Production and Distribution of Writing</li> </ul>
<p><b>W.K.4</b> (Begins in grade 3)</p>	<p>(Begins in grade 3)</p>
<p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<ul style="list-style-type: none"> <li>• With guidance and support, revise writing to maintain focus on a topic.</li> <li>• With guidance and support, add one or more details to strengthen writing.</li> <li>• With guidance and support, select details to strengthen writing.</li> <li>• Engage in collaborative writing task.</li> </ul>
<p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> <li>• With guidance and support, select and use digital tools to produce and publish writing.</li> <li>• Further develop (organize and add details), a communicated idea for the purpose of writing and publishing.</li> <li>• Use digital tools to capture communicated ideas, thoughts and feelings.</li> <li>• Engage in using digital tools, including assistive technologies</li> </ul>
<p><b>Research to Build and Present Knowledge</b></p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<ul style="list-style-type: none"> <li>• Record one or more details from shared research into shared writing.</li> <li>• Participate in shared research and add details to shared writing experiences.</li> <li>• Identify two or more details about a topic that were learned during shared research.</li> <li>• Select two or more books on the same topic to use during shared research.</li> <li>• Participate in a shared experience to contribute to group writing.</li> <li>• Engage in group writing activity.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Use information from personal experiences or other sources (i.e. Provided sources: text, digital media, social interactions) to answer questions.</li> <li>• Identify information to answer a question in a provided source (printed passage, sentence, paragraph, movie clip, book, etc.).</li> <li>• Identify a question in print.</li> <li>• Engage in question and answer exchanges.</li> </ul>
<b>W.K.9</b> (Begins in grade 4)	
<b>Range of Writing</b> <b>W.K.10</b> (Begins in grade 3)	(Begins in grade 3)

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b><i>Speaking and Listening Standards</i></b>	
<p><b>Comprehension and Collaboration</b></p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>b.</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> <li>• Participate in group discussions about 2nd grade appropriate topics and text.</li> <li>• Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)</li> <li>• Ask questions for clarification.</li> <li>• Actively participate in supported conversations about 2nd grade appropriate topics and text.</li> <li>• Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)</li> <li>• Continue a conversation through multiple exchanges.</li> <li>• Actively participate in conversation about 2nd grade appropriate topics or text.</li> <li>• Actively listen to others.</li> <li>• Respond to a question.</li> </ul>



<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>SL.2.2</b> Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).</p>	<ul style="list-style-type: none"> <li>• Describe two or more key ideas or details from text read aloud or information presented in other media formats <i>Note: Many learners have a high interest in videos and other media. Expanding this beyond oral presentation not only captures interest but also expands access for learners who might need closed captions or alternate formats.</i></li> <li>• Recall topic or idea from information presented in text or media.</li> <li>• Communicate appropriately to express feelings or ideas.</li> <li>• Identify a variety of sources used to gain information. (books, magazines, news, videos, online, etc.)</li> <li>• identify where we can look for information</li> <li>• identify when would we need to find information</li> <li>• discuss how we can remember information that we find</li> <li>• brainstorm how can we share information with others</li> <li>• Answer the question: Is all information accurate or important?</li> <li>• Sort information by accurate/inaccurate, key details/extra information</li> <li>• Actively engage with information presented in a variety of formats, including text.</li> </ul>
<p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<ul style="list-style-type: none"> <li>• Ask or answer questions to clarify understanding or gain information about a topic</li> <li>• Repeat communication attempt (possibly using different modes) until understood by others or until question is answered.</li> <li>• Actively engage with others to get their attention in order to share an idea, thought or question.</li> <li>• Establish a mode of communication that is understood by others</li> <li>• Establish a mode of communication that flexibly includes age-appropriate topics and skills</li> <li>• Seek opportunities for purposeful interactions with others</li> <li>• Repeat communication attempt until understood</li> <li>• Communicate with others</li> <li>• Ask for assistance</li> <li>• Answer questions</li> <li>• Identify the speaker.</li> <li>• Engage with the speaker.</li> <li>• Actively engage with others to get attention.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"> <li>• Communicate using one or more sentences to recount an experience.</li> <li>• Communicate clearly about a personal experience including relevant details</li> <li>• Communicate in an understandable mode with the intent of being understood by others.</li> <li>• participate in interest inventories/surveys about preferences</li> <li>• create a circles graph referencing people who are personal friends or family members and others who are acquaintances or strangers</li> <li>• share personal experiences in a journal or share time</li> <li>• share about familiar things during show and tell</li> <li>• participate in autobiography (All About Me) activities</li> <li>• Actively participate in selection of familiar people, things, events places with which to interact.</li> <li>• Actively engage with familiar people in familiar places, with familiar things, during familiar events.</li> <li>• Express feelings about a familiar topic (person, place, thing, or event).</li> <li>• Select a familiar topic (person place, thing, or event) for discussion.</li> <li>• Actively engage when a personal experience is presented.</li> </ul>
<p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> <li>• Add visuals or audio to enhance a presentation and clarify details.</li> <li>• Add visuals or audio to enhance a story or description of a personal experience.</li> <li>• Choose visuals or audio related to a story or experience.</li> </ul>
<p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> <li>• Communicate to add details or clarify.</li> <li>• Communicate in complete sentences in a manner appropriate to a task or situation.</li> <li>• Communicate using multi-word responses.</li> <li>• Communicate thoughts, feelings and ideas.</li> <li>• Communicate using single words, symbols, gestures, facial expressions, sign language, voice output, etc.</li> <li>• Communicate using tools needed for communication.</li> <li>• Communicate using any mode of communication.</li> <li>• Engage to communicate.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<b>Language Standards</b>	
<p><b>Conventions of Standard English</b></p> <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Use collective nouns (e.g., group).</p> <p><b>b.</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p><b>c.</b> Use reflexive pronouns (e.g., myself, ourselves).</p> <p><b>d.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><b>e.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>f.</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> <li>• Select and/or use nouns, verbs and adjectives to create simple sentences during communication opportunities (both speaking and writing)</li> <li>• Select and/or use expanded nouns (pronouns, plural nouns) during communication opportunities (both speaking and writing)</li> <li>• Select and/or use nouns during communication opportunities (both speaking and writing)</li> <li>• identify objects as nouns</li> <li>• identify nouns as people, places or things</li> <li>• use names of people as use of nouns</li> <li>• group nouns by type - people, places, things</li> <li>• orally use plural nouns</li> <li>• orally practice changing a noun from singular to plural</li> <li>• orally use pronouns</li> <li>• use adjectives in oral and written communication</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Capitalize holidays, product names, and geographic names.</p> <p><b>b.</b> Use commas in greetings and closings of letters.</p> <p><b>c.</b> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><b>d.</b> Generalize learned spelling patterns when writing words (e.g., cage -&gt; badge; boy -&gt; boil).</p> <p><b>e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> <li>• Generate a simple sentence containing:             <ul style="list-style-type: none"> <li>◦ Beginning capitalization;</li> <li>◦ Ending punctuation; and</li> <li>◦ Simple words, spelled phonetically.</li> </ul> </li> <li>• Identify capitalization and ending punctuation within a written sentence.</li> <li>• Identify capital letters at the beginning of familiar names (e.g., own, classmates' or family members').</li> <li>• identify a sentence as beginning with a capital letter and ending with punctuation</li> <li>• select types of punctuation</li> <li>• match punctuation mark with sentence type</li> <li>• identify one or more reasons we capitalize words</li> <li>• capitalize own name</li> <li>• identify letters as sounds in speech and writing</li> <li>• say or identify each of the short vowel sounds</li> <li>• say or identify each of the consonant sounds (most commonly used)</li> <li>• match sounds in simple words to placeholders for letters (Elkonin boxes with chips)</li> <li>• match letter sounds in simple words to letter tiles or letter shapes</li> <li>• Actively engageduring phonics / spelling and writing activities.</li> </ul>
<p><b>Knowledge of Language</b></p> <p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Recognize formal and informal uses of English.</p> <p><b>b.</b> Compare formal and informal uses of English.</p>	<ul style="list-style-type: none"> <li>• Compare formal and informal communications.</li> <li>• Select appropriate communication from a set of choices to match situation. (text message, writing a letter, talking to a friend, presenting to the class, etc.)</li> <li>• Identify when to use formal communications.</li> <li>• Identify when it is acceptable to use informal communications.</li> <li>• Identify formal English when given an example and non-example.</li> <li>• Identify informal language when given an example and non-example.</li> <li>• Communicate with others using both formal and informal communications.</li> <li>• Engage with others to communicate.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>Vocabulary Acquisition and Use</b></p> <p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <p>a. based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>b. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>e. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>f. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to determine the meaning of unknown and multiple-meaning words within grade-level/ age- appropriate text.</li> <li>• Identify parts of common word by breaking the word into syllables orally and attach part to its meaning. (football = ball you play with your foot; reader - read + person = a person who reads; thirsty - thirst = need a drink)</li> <li>• Identify familiar objects or pictures that represent new 2nd grade words.</li> <li>• Actively participate in word meaning (vocabulary syntax and semantics) activities.</li> <li>• with modeling and support break words into syllables orally</li> <li>• with modeling and support break words into syllables visually</li> <li>• identify that many word parts have meaning</li> <li>• there are different types of words (compound, past tense, plural, contractions, etc.)</li> <li>• identify a root word as a whole word inside a larger word</li> <li>• pair words with meaning and concrete examples from everyday life</li> <li>• identify dictionaries or glossaries as tools to define words, hear pronunciation or words, learn part of speech and see the syllable breaks</li> <li>• practice dividing compound words during shared reading or everyday events to gain meaning</li> <li>• Actively engage in word meaning activities</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a.</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p><b>b.</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> <li>• Select a verb with the most appropriate intensity for the situation. (e.g. if shown the blur of a high-speed car in a race the most appropriate verb might be zoom or speed rather than cruise or coast)</li> <li>• Use words to describe everyday people, places or events.</li> <li>• Select words that describe a familiar event or place. (e.g. grocery store = cart, isle, deli, meats, fruits, vegetables, dairy, frozen, cooler, express lane, checkout, etc.)</li> <li>• learn that more than one word can be used to convey similar meaning</li> <li>• word choice can add detail and intensity to what we speak and write</li> <li>• words from categories can be used to write on specific topics</li> <li>• adjectives, verbs and nouns can be used to describe other words - attributes</li> <li>• words can be used to describe everyday people and places</li> <li>• words help us understand what others are trying to tell us</li> <li>• words can be used to help others understand us</li> <li>• every word has meaning</li> <li>• words can be combined into phrases, sentences, paragraphs and books to tell more and more about a topic</li> </ul>
<p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<ul style="list-style-type: none"> <li>• Use adjectives heard in prior experiences to describe something in a present conversation or activity.</li> <li>• Actively participate during activities by interjecting adjectives that have been used during the text or conversation.</li> <li>• Identify adjectives used during modeled oral language experiences.</li> <li>• Identify adjectives as words that describe nouns.</li> <li>• This one could be used at the c level of complexity or replace the b level of complexity if the extension there is too similar to a.</li> <li>• listen to the words and phrases used by peers, adults and in texts</li> <li>• select words and phrases that apply to everyday events</li> <li>• mimic the speech of others in the context of everyday events</li> <li>• chorally respond by saying repeat lines in text</li> <li>• listen to language for meaning and word types</li> <li>• analyze words used in oral language experiences</li> <li>• Actively engage during oral language experiences</li> </ul>

# Extended Standards with Learning Progressions for English Language Arts, Grades 3 - 8

## Grade 3

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
Most Complex <span style="float: right;">←—————→</span> Least Complex				
<i>Reading Standards for Literature</i>				
<b>Key Ideas and Details</b>				
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RL.3.1a</b> Answer literal questions including details from the text.	<b>RL.3.1b</b> Answer literal questions to show understanding of the text.	<b>RL.3.1c</b> Identify one or more key details within a given text.	<ul style="list-style-type: none"> <li>• Identify a story element (character or setting)</li> <li>• Participate in a discussion about a story</li> <li>• Listen to a story read aloud</li> <li>• Actively engage with a literary text.</li> </ul>
<b>RL.3.2</b> Analyze literary text development. <b>a.</b> Determine a theme and explain how it is conveyed through key details in the text. <b>b.</b> Retell stories, including fables, folktales, and myths from diverse cultures.	<b>RL.3.2a</b> Explain the theme of a story and retell by citing details that contribute to this theme.	<b>RL.3.2b</b> Retell a story, including a beginning, middle, and end.	<b>RL.3.2c</b> Match pictures to sequence the events in the text.	<ul style="list-style-type: none"> <li>• Discuss beginning, middle, and end</li> <li>• Identify pictures or objects from the story.</li> <li>• listen to a story read aloud.</li> <li>• Actively engage with a literary text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>RL.3.3a</b> Describe a character's traits or actions and state how they contribute to the story sequence.	<b>RL.3.3b</b> Identify a character's feelings and motivations.	<b>RL.3.3c</b> Match a picture to a character or setting in a story. Identify a character in the story.	<ul style="list-style-type: none"> <li>• Identify pictures or objects from the story.</li> <li>• Listen to a story read aloud.</li> <li>• Actively engage with a literary text.</li> </ul>
<b>Craft and Structure</b>				
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>RL.3.4a</b> Identify the meaning of a word based on how it is used in a text.	<b>RL.3.4b</b> Identify the meaning of a word based on how it is used in a text.	<b>RL.3.4c</b> Match pictures or objects to words based on how they are used in a text.	<ul style="list-style-type: none"> <li>• Identify pictures or objects from the story.</li> <li>• Listen to a story read aloud.</li> <li>• Actively engage with a literary text</li> </ul>
<b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as "chapter," "scene," and "stanza"; describe how each successive part builds on earlier sections.	<b>RL.3.5a</b> Identify the chapters, scenes, and stanzas within a text.	<b>RL.3.5b</b> Identify chapters with books, scenes with dramas, and stanzas with poems using visual, auditory, or text examples.	<b>RL.3.5c</b> Identify a text as a story, drama, or poem.	<ul style="list-style-type: none"> <li>• Identify a poem.</li> <li>• Identify a drama.</li> <li>• Identify a story.</li> <li>• Listen to stories, dramas, and poems read aloud.</li> <li>• Actively engage with a literary text</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>RL.3.6</b> Describe the difference between points of view in texts, particularly first-person and third person narration.	<b>RL.3.6a</b> Identify the point of view in a story (e.g., first-person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”).	<b>RL.3.6b</b> Identify the point of view in a story (e.g., first person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”).	<b>RL.3.6c</b> Identify the storyteller (narrator or character).	<ul style="list-style-type: none"> <li>• Identify a narrator uses the terms “he” or “she” to tell a story.</li> <li>• Match the use of the terms “he” or “she” to third person point of view.</li> <li>• Recognize when the terms “he” or “she” are seen in a story.</li> <li>• Identify the character who is using the terms “I” or “we” in a given story.</li> <li>• Match the use of the terms “I” or “we” to first person point of view.</li> <li>• Recognize when the terms “I” or “we” are used in story.</li> <li>• Recognize that the author of the story may or may not be the original storyteller.</li> <li>• Identify the author of a given story.</li> <li>• Recognize that the “reader” of the story is not the same as the storyteller within the story.</li> <li>• Identify that selecting a story to read is not the same as being the original storyteller.</li> <li>• Demonstrate that anyone can select a story to read.</li> <li>• Identify characters represented in a given story.</li> <li>• Listen to a story read aloud.</li> <li>• Actively engage with a literary text</li> </ul>
<b>Integration of Knowledge and Ideas</b>				
<b>RL.3.7</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).	<b>RL.3.7a</b> Use both text and illustration to explain an event, setting, or character’s actions.	<b>RL.3.7b</b> Identify story elements (events, setting, or characters) that are shown in the illustrations.	<b>RL.3.7c</b> Identify a story element (event, setting, or character) that is shown in the illustrations.	<ul style="list-style-type: none"> <li>• Identify story elements.</li> <li>• Recognize the difference between illustrations and print in a text.</li> <li>• Actively engage with a literary text</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>RL.3.8</b> (Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)
<b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<b>RL.3.9a</b> Describe similarities or differences in plots or characters in stories by the same author (may or may not be in the same series).	<b>RL.3.9b</b> Identify similarities or differences between characters or events in two stories.	<b>RL.3.9c</b> Identify similarities or differences between characters in a single story.	<ul style="list-style-type: none"> <li>• Identify characters in a story.</li> <li>• Recognize similarities and/or differences in everyday life.</li> <li>• Actively engage with a literary text</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>				

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>RL.3.10</b> By the end of the year, read and comprehend literature—including stories, dramas, and poetry—at the high end of the grades 2–3 text-complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p>	<p><b>RL.3.10a</b> Actively engage with grade-level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.</p>	<p><b>RL.3.10b</b> Actively engage with grade-level/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self comparisons.</p>	<p><b>RL.3.10c</b> Actively engage with grade-level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience.</p>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/.</li> <li>• Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>• Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> <li>• Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> <li>• Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> <li>• Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>• Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> <li>• Identify the graphemes -k and -ck as graphemes used at the end of words.</li> <li>• Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>• Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> </ul> <p><b>Read &amp; Comprehend - grade level text</b></p> <ul style="list-style-type: none"> <li>• Answer wh- questions related to grade-level/age appropriate poems and stories.</li> <li>• Decode and read simple poems and stories.</li> <li>• Engage with text types including poetry and stories.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>• Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading.</li> </ul> <ul style="list-style-type: none"> <li>• With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>• Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words)</li> <li>• Decode words with digraphs.</li> <li>• Build words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch)</li> <li>• Decode words with consonant blends.</li> <li>• Build words with consonant blends.</li> <li>• Identify words with consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends</li> <li>• With prompting and support decode and read CVC words within a grade level text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations in 3 letter words (CVC words)</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>
RL.3.10 (Continued)	RL.3.10a (Continued)	RL.3.10b (Continued)	RL.3.10c (Continued)	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Decode words with three-consonant blends.</li> <li>• Build words with three-consonant blends.</li> <li>• Identify words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Decode words with two-consonant blends.</li> <li>• Build words with two-consonant blends.</li> <li>• Identify words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.)</li> <li>• Decode words with digraphs.</li> <li>• Build words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> <li>• With prompting and support decode and read CVC words within a grade level text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Identify words with common phonemic VC word patterns (word families)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> <li>• Name the 5 vowels</li> </ul> <ul style="list-style-type: none"> <li>• Name 21 consonants <b>Phonological Awareness (detailed further in learning progression in Reading Foundations)</b></li> <li>• Articulate the 5 short vowel sounds</li> <li>• Break orally given word into phonemes</li> <li>• Break an orally given word into onset/first sound and rime</li> <li>• Break an orally given word into syllables</li> <li>• Text Connections</li> <li>• Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection.</li> <li>• With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences.</li> <li>• While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded.</li> <li>• Actively engage in group reading activities that activate text-to-text comparisons, and connections.</li> <li>• Actively engage in group reading activities that activate text-to-self connections.</li> <li>• Select texts related to prior experiences.</li> <li>• Communicate about prior experiences related to the text.</li> <li>• Actively engage in group reading activities that activate prior knowledge related to previous life experiences.</li> <li>• Actively participate in grade-level/ age-appropriate literature activities using adapted materials as needed.</li> <li>• Actively engage in grade-level/ age-appropriate literature materials.</li> <li>• Actively engage in language play (play with sounds)</li> <li>• Actively engage in group reading activities.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<i>Reading Standards for Informational Text</i>				
<b>Key Ideas and Details</b>				
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RI.3.1a</b> Answer literal questions including details from the text.	<b>RI.3.1b</b> Answer literal questions to show understanding of the text.	<b>RI.3.1c</b> Identify one or more key details within a given text.	<ul style="list-style-type: none"> <li>• Participate in a discussion about the information in a text.</li> <li>• Listen to an informational text read aloud</li> <li>• Actively engage in during Q and A</li> </ul>
<b>RI.3.2</b> Analyze informational text development. <b>a.</b> Determine the main idea of a text. <b>b.</b> Retell the key details and explain how they support the main idea.	<b>RI.3.2a</b> Identify the main idea and retell using key details.	<b>RI.3.2b</b> Identify the main idea of an informational text and a key detail.	<b>RI.3.2c</b> Identify the key details in an informational text.	<ul style="list-style-type: none"> <li>• Participate in a discussion about the information in a text.</li> <li>• Listen to an informational text read aloud</li> <li>• Actively engage with an informational text</li> </ul>
<b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<b>RI.3.3a</b> Describe a cause/effect relationship between two events or steps in a process in a text.	<b>RI.3.3b</b> Identify the chronology of a series of steps or events described in a historical or scientific text.	<b>RI.3.3c</b> Identify the sequence of steps or events described in a text (e.g., first, middle, last).	<ul style="list-style-type: none"> <li>• Identify the steps or events in a text.</li> <li>• listen to an informational text read aloud</li> <li>• identify steps or events in daily life</li> <li>• Actively engage with an informational text that contains a series of events or steps in directions.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<b>RI.3.4a</b> Identify the meaning of a word based on how it is used in the text relevant to a grade 3 topic or subject area.	RI.3.4b Match a word to its correct meaning based on how it is used in the text relevant to a grade 3 topic or subject area.	<b>RI.3.4c</b> Match pictures or objects to words based on how they are used in the text.	<ul style="list-style-type: none"> <li>• Match pictures or objects to words.</li> <li>• Identify words used in a text.</li> <li>• Actively engage with subject specific vocabulary</li> </ul>
<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>RI.3.5a</b> Locate and use one text feature to find information in a text.	<b>RI.3.5b</b> Identify text features (e.g., key words, sidebars, hyperlinks) in a text.	<b>RI.3.5c</b> Identify a text feature (e.g., key words, sidebars, hyperlinks) in a text.	<ul style="list-style-type: none"> <li>• Locate text features such as: table of contents, glossary, titles headings sub-headers, key terms (bold or italic), index, diagram, map, graphs, charts, timelines, illustrations, bold, italics, captions, sidebars, footnotes, etc.</li> <li>• Actively engage with informational text containing search tool features.</li> </ul>
<b>RI.3.6</b> Distinguish their own perspective from that of the author of a text.	<b>RI.3.6a</b> Describe one's own opinion of the subject and state if it is the same or different from the author.	<b>RI.3.6b</b> Describe an author's opinion of the text.	<b>RI.3.6c</b> Identify one's own opinion of the text.	<ul style="list-style-type: none"> <li>• Identify one's own thoughts and opinions on any topic.</li> <li>• Identify agreement or disagreement to a given opinion of a text.</li> <li>• Identify agreement or disagreement to a given opinion</li> <li>• Actively engage with informational text authors through picture of the author or other information about them.</li> </ul>
<b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>RI.3.7a</b> Describe how an illustration explains information from the text (e.g., where, when, why, and how key events occur).	<b>RI.3.7b</b> Describe an illustration from the text that answers a question about a text.	<b>RI.3.7c</b> Match excerpts from text to illustrations. Identify an illustration (e.g., map, chart, photograph) that answers a question about a text.	<ul style="list-style-type: none"> <li>• Identify illustrations with a text.</li> <li>• Recognize the difference between illustrations and print in a text.</li> <li>• Actively engage with maps, pictures of illustrations within an informational text</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>RI.3.8</b> Describe the relationships between the evidence and points an author uses throughout a text.	<b>RI.3.8a</b> Describe evidence in a text that provides support for key points.	<b>RI.3.8b</b> Identify a key point with the evidence from the text.	<b>RI.3.8c</b> Identify one key point from the text.	<ul style="list-style-type: none"> <li>• Participate in a discussion about the information in a text.</li> <li>• Listen to an informational text read aloud</li> <li>• Actively engage with objects representing evidence in an informational text.</li> </ul>
<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>RI.3.9a</b> Describe one similarity and one difference presented in two texts on the same topic.	<b>RI.3.9b</b> Identify one similarity OR one difference presented in two texts on the same topic.	<b>RI.3.9c</b> Identify the most important point from each of the two texts.	<ul style="list-style-type: none"> <li>• Identify a key point from a text.</li> <li>• Participate in a discussion about the information in a text.</li> <li>• Listen to an informational text read aloud</li> <li>• Actively engage with objects representing key details in an informational text.</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
<b>Range of Reading and Level of Text Complexity</b>					
<p><b>RI.3.10</b> By the end of the year, read and comprehend informational texts—including history/social studies, science, and technical texts—at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><b>RI.3.10a</b> Read grade-level/ age-appropriate, accommodated history/social studies, science, and technical texts.</p>	<p><b>RI.3.10b</b> Read grade-level/age-appropriate, accommodated history/social studies, science, and technical texts.</p>	<p><b>RI.3.10c</b> Read grade-level/ age-appropriate, accommodated history/social studies, science, and technical texts.</p>	<p><b>Advanced Decoding</b></p> <ul style="list-style-type: none"> <li>Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/.</li> <li>Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> <li>Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> <li>Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> <li>Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> <li>Identify the graphemes -k and -ck as graphemes used at the end of words.</li> <li>Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> </ul> <p><b>Read &amp; Comprehend - grade level text</b></p> <ul style="list-style-type: none"> <li>Answer wh- questions related to grade-level/age appropriate poems and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Decode and read simple subject specific informational text. (containing only the concepts that have been directly taught below)</li> </ul> <p><b>Basic Decoding</b></p> <ul style="list-style-type: none"> <li>Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading.</li> <li>With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text.</li> <li>Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> <li>With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words)</li> <li>While participating in group reading activity identify and communicate key details from the text.</li> </ul>



Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
RI.3.10 (Continued)	RI.3.10a (Continued)	RI.3.10b (Continued)	RI.3.10c (Continued)	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Decode words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Decode words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl, cr, cl, tr, dr, etc.)</li> <li>• Decode words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> <li>• With prompting and support decode and read CVC words within a grade level text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> </ul> <p><b>Phonological Awareness (detailed further in learning progression in Reading Foundations)</b></p> <ul style="list-style-type: none"> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> <li>• Articulate the 5 short vowel sounds</li> <li>• Break orally given word into phonemes</li> <li>• Break an orally given word into onset/first sound and rime</li> <li>• Select texts related to prior experiences.</li> <li>• Communicate about prior experiences related to the text.</li> <li>• Actively engage in group reading activities that activate prior knowledge related to previous life experiences.</li> <li>• Actively participate in grade-level/ age-appropriate informational text exploration using adapted materials as needed.</li> <li>• Actively engage in grade-level/ age-appropriate informational text across the curriculum.</li> </ul>	

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Foundational Skills</i>				
<b>Phonics and Word Recognition</b>				
<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><b>b.</b> Decode words with common Latin suffixes.</p> <p><b>c.</b> Decode multi-syllable words.</p> <p><b>d.</b> Read grade-appropriate irregularly spelled words.</p>	<p><b>RF.3.3a</b> Identify and decode the most common prefixes and derivational suffixes. Decode single-syllable words. With support, read grade-appropriate irregularly spelled words.</p>	<p><b>RF.3.3b</b> Independently identify the first letter and/or sound when orally presented with a common one-syllable word.</p>	<p><b>RF.3.3c</b> With support, decode single-syllable words.</p>	<ul style="list-style-type: none"> <li>• Recognize own name or familiar name in print.</li> <li>• Match 44 phonemes to letters</li> <li>• Say the sound(s) for each letter of the alphabet</li> <li>• Identify short vowel sounds matched to their letters.</li> <li>• Identify the sounds of predictable consonants</li> <li>• manipulate sound at the phoneme level</li> <li>• manipulate sound at the onset-rime level</li> <li>• manipulate sound at the syllable level</li> <li>• Actively engage with letters, sounds, and words.</li> </ul>
<b>Fluency</b>				

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
<p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read grade-level text with purpose and understanding.</p> <p><b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>RF.3.4a</b> Fluently reads a complete story in a decodable text using self-correction strategies at the student-specific instructional level for purpose and understanding.</p>	<p><b>RF.3.4b</b> Fluently reads a complete story in a decodable text at the student-specific instructional level.</p>	<p><b>RF.3.4c</b> Fluently read a 3–5 word phonetically decodable simple sentence (e.g., The dog ran fast.).</p>	<ul style="list-style-type: none"> <li>• Read grade-level text with fluency to support understanding.</li> <li>• Read grade-level text orally with increased accuracy and fluency on successive readings.</li> <li>• Decode diphthongs and vowels /aw/ and /oo/</li> <li>• decode digraphs ph,gh,ch</li> <li>• Decode vowel-r combinations</li> <li>• decode vowel teams for long vowel sounds</li> <li>• decode VCe long vowel pattern in single syllable words</li> <li>• decode final consonant blends with nasals: nt, nd, mp, nk</li> <li>• decode hard and soft c and g</li> <li>• decode -ck after a short vowel</li> <li>• decode three consonant blends and blends with digraphs</li> <li>• decode two consonant blends</li> <li>• decode common consonant digraphs</li> <li>• decode long vowel sounds associated with a single letter in open syllables and in one syllable words</li> <li>• Decode specific common vowel teams represent long vowel sounds (e.g., ai, oa, ee).</li> <li>• Decode words with common endings (e.g., -s, -ed, -ing).</li> <li>• Identify irregularly spelled words that are not spelled as they sound (e.g., above, country, again).</li> <li>• Demonstrate the spelling-sound correspondences during decoding</li> <li>• Break words into syllables to support decoding multi-syllable words.</li> <li>• Identify syllables within a printed word</li> <li>• Orally break up a given word into syllables</li> </ul>	<ul style="list-style-type: none"> <li>• A word has as many syllables as it has vowel sounds.</li> <li>• Use context to confirm or self-correct word recognition, rereading as necessary.</li> <li>• Use decoding skills to self-correct, rereading word as necessary.</li> <li>• Decode CVC words with automaticity and fluency</li> <li>• Decode predictable short vowels with automaticity and fluency</li> <li>• Decode words by saying all sounds in the word represented by letter symbols with increasing automaticity until fluent (within 1 second)</li> <li>• Stretch spoken words by individual sounds then state or select the whole word.</li> <li>• Represent sound for each letter in alphabet with automaticity</li> <li>• Demonstrate letter-sound knowledge with increasing automaticity</li> <li>• Articulate all letter sounds accurately with increasing automaticity until fluent (each sound symbol correspondence within 1 second)</li> <li>• Demonstrate foundational knowledge in phonological/phonemic awareness</li> <li>• Actively participate in supported grade-level/age-appropriate, adapted texts.</li> <li>• Engage during phonics lessons</li> <li>• Engage during letter/sound decoding activities</li> <li>• Engage with letters representing first sounds in words</li> <li>• Actively engage with letters, sounds, and words.</li> </ul> <p><i>Note: see RL.3.10 and RI.3.10 for additional skills in this sequence.</i></p>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<i>Writing</i>					
<b>Text Types and Purposes</b>					
<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>a.</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>b.</b> Provide reasons that support the opinion.</p> <p><b>c.</b> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p><b>d.</b> Provide a concluding statement or section.</p>	<p><b>W.3.1a</b> Compose a statement of opinion and provide at least two supporting details.</p>	<p><b>W.3.1b</b> Compose a statement of opinion and one supporting detail.</p>	<p><b>W.3.1c</b> Express an opinion on a topic.</p>	<ul style="list-style-type: none"> <li>• Express agreement or disagreement to a given opinion.</li> <li>• Communicate personal opinions that can be translated into text.</li> <li>• Actively engage with a communication partner</li> </ul>	

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>a.</b> Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</p> <p><b>b.</b> Develop the topic with facts, definitions, and details.</p> <p><b>c.</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p><b>d.</b> Provide a concluding statement or section.</p>	<p><b>W.3.2a</b> Compose a topic sentence and generate at least two supporting details sentences.</p>	<p><b>W.3.2b</b> Compose a topic sentence and generate one factual sentence about the topic.</p>	<p><b>W.3.2c</b> Compose an informative or explanatory sentence.</p>	<ul style="list-style-type: none"> <li>• Compose a sentence using a sentence frame.</li> <li>• Capitalize the first letter of the first word of a sentence.</li> <li>• Use punctuation.</li> <li>• Identify a topic.</li> <li>• Identify the parts of a simple sentence</li> <li>• Communicate to explain something using facts and details</li> <li>• Communicate personal information that can be translated into text.</li> <li>• Actively engage with a communication partner</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>b.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>c.</b> Use temporal words and phrases to signal event order.</p> <p><b>d.</b> Provide a sense of closure.</p>	<p><b>W.3.3a</b> Compose a personal or imagined story that includes a beginning, middle, and end and characters, settings, and events.</p>	<p><b>W.3.3b</b> Compose a personal or imagined story that includes a beginning, middle, and end.</p>	<p><b>W.3.3c</b> Compose a personal or imagined story.</p>	<ul style="list-style-type: none"> <li>• Communicate imagined experiences that can be translated into text.</li> <li>• identify an imagined event</li> <li>• Communicate personal experiences that can be translated into text.</li> <li>• Identify a personal event.</li> <li>• Actively engage with a communication partner</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b><i>Production and Distribution of Writing</i></b>				
<p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p><b>W.3.4a</b> With guidance and support from adults, compose a topic sentence with two or more supporting detail sentences specific to a task and purpose.</p>	<p><b>W.3.4b</b> With guidance and support from adults, produce a topic sentence for a task or purpose.</p>	<p><b>W.3.4c</b> With guidance and support from adults, produce ideas for writing a text specific to a task and purpose.</p>	<ul style="list-style-type: none"> <li>• Communicate meaning that can be translated into text.</li> <li>• Communicate about a specific topic</li> <li>• Actively engage with a communication partner</li> </ul>
<p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>W.3.5a</b> With guidance and support from peers and adults, develop and strengthen accommodated writing as needed by planning, revising, and editing.</p>	<p><b>W.3.5b</b> With guidance and support from peers and adults, develop and strengthen accommodated writing as needed by planning, revising, and editing.</p>	<p><b>W.3.5c</b> With guidance and support, edit writing for beginning capitalization and ending punctuation.</p>	<ul style="list-style-type: none"> <li>• Communicate meaning that can be translated into text.</li> <li>• Identify the first word of a sentence.</li> <li>• identify the last word of a sentence</li> <li>• Communicate about a specific topic</li> <li>• Actively engage with a communication partner</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.	<b>W.3.6a</b> With guidance and support from adults, use technology to produce and publish accommodated writing (using keyboarding skills).	<b>W.3.6b</b> With guidance and support from adults, use technology to produce and publish accommodated writing (using keyboarding skills).	<b>W.3.6c</b> With guidance and support from adults, use technology to produce and publish accommodated writing (using keyboarding skills).	<ul style="list-style-type: none"> <li>• Interact with technology to communicate meaning</li> <li>• Interact with technology</li> <li>• Engage with technology tools used for communication and/or writing.</li> </ul>
<b>Research to Build and Present Knowledge</b>				
<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.	<b>W.3.7a</b> Use multiple source to identify at least three facts about a topic.	<b>W.3.7b</b> Use multiple sources to identify a fact about a topic.	<b>W.3.7c</b> Select multiple sources that provide information on a given topic.	<ul style="list-style-type: none"> <li>• Select a source that provides information on a given topic.</li> <li>• Identify sources of information for research.</li> <li>• Communicate about a topic of interest.</li> <li>• Engage with object or pictures representing potential topics of interest.</li> <li>• Actively engage with a communication partner</li> </ul>
<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>W.3.8a</b> Recall information from personal experiences, select information from print or digital sources, and organize it into provided categories.	<b>W.3.8b</b> Select information from print or digital sources and organize it into provided categories.	<b>W.3.8c</b> Sort provided evidence into provided categories (i.e., food, habitat, clothing, etc.).	<ul style="list-style-type: none"> <li>• Recall/communicate information that can be translated into notes.</li> <li>• Select evidence that matches a provided category.</li> <li>• Communicate about a prior experience</li> <li>• Actively engage with a communication partner</li> </ul>
<b>W.3.9</b> (Begins in Grade 4)				



Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
<b>Range of Writing</b>					
<p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.3.10a</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.3.10b</b> Compile routine writing over shorter time frames (a single sitting or a day or two) on a single topic or purpose into a larger project that spans over an extended time frame for a range of discipline-specific tasks or purposes.</p>	<p><b>W.3.10c</b> Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks.</p>	<ul style="list-style-type: none"> <li>• Extend writing stamina over time.</li> <li>• Translate thoughts and communications into writing.</li> <li>• Encode/spell words during writing using letter/sound knowledge below.</li> <li>• Identify and write Schwa in graphemes such as -ough representing the schwa phoneme short /ʊ/ and -eigh representing the schwa phoneme long /a/.</li> <li>• Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>• Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> <li>• Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> <li>• Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> <li>• Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>• Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the graphemes -k and -ck as graphemes used at the end of words.</li> <li>• Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>• Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> <li>• Answer wh- questions related to grade-level/age appropriate text for the purpose of writing</li> </ul> <p><b>Encoding</b></p> <ul style="list-style-type: none"> <li>• Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>• Increase automatic recall of newly learned sound/symbol correspondences for the purposes of encoding and writing.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>• Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>W.3.10</b> (Continued)	<b>W.3.10a</b> (Continued)	<b>W.3.10b</b> (Continued)	<b>W.3.10c</b> (Continued)	<p><b>Encoding</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Build words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Build words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl, cr, cl, tr, dr, etc.)</li> <li>• Build/encode words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> </ul> <p><b>Phonological Awareness (detailed further in learning progression in Reading Foundations)</b></p> <ul style="list-style-type: none"> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> <li>• Articulate the 5 short vowel sounds</li> <li>• Break orally given word into phonemes</li> <li>• Break an orally given word into onset/first sound and rime</li> <li>• Break an orally given word into syllables</li> <li>• Communicate about prior experiences related to a topic.</li> <li>• Actively engage in group writing activities that activate prior knowledge related to previous life experiences.</li> <li>• Actively participate in grade-level/ age-appropriate writing activities using adapted materials as needed.</li> <li>• Engage in communication for writing</li> </ul>	
<i>Speaking and Listening</i>					
<b>Comprehension and Collaboration</b>					

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>b.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>c.</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>d.</b> Explain their own ideas and understanding in light of the discussion.</p>	<p><b>SL.3.1a</b> Engage in discussions with others by asking and answering questions by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts.</p>	<p><b>SL.3.1b</b> Engage in discussions with others by answering questions and by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts.</p>	<p><b>SL.3.1c</b> Engage in discussions with others by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts.</p>	<ul style="list-style-type: none"> <li>• Communicate with others.</li> <li>• Demonstrate rules for discussion (i.e.: personal space, eye contact, voice volume, body language, etc.)</li> <li>• Identify rules for discussion.</li> <li>• Engage with communication partner.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>SL.3.2a</b> Identify the main idea and details from text read aloud or information presented orally or visually.	<b>SL.3.2b</b> Identify the main idea and one supporting detail from text read aloud or information presented orally or visually.	<b>SL.3.2c</b> Identify the main idea from text read aloud or information presented orally.	<ul style="list-style-type: none"> <li>Identify information from text presented orally and visually.</li> <li>Engage as text is read aloud</li> <li>Engage during media presentations</li> </ul>
<b>SL.3.3</b> Ask and answer questions about information presented by a speaker, offering appropriate elaboration and detail.	<b>SL.3.3a</b> Ask and answer a question about information presented by a speaker, offering an appropriate detail.	<b>SL.3.3b</b> Ask a question related to the information presented by a speaker.	<b>SL.3.3c</b> Answer a question about information presented by a speaker.	<ul style="list-style-type: none"> <li>Identify information presented by a speaker.</li> <li>Identify the speaker.</li> <li>Demonstrate engagement while listening to a speaker</li> </ul>
<b>Presentation of Knowledge and Ideas</b>				
<b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<b>SL.3.4a</b> Clearly communicate a fact about a topic or story.	<b>SL.3.4b</b> Clearly communicate information about a personal experience or specific event.	<b>SL.3.4c</b> Communicate information clearly.	<ul style="list-style-type: none"> <li>Clearly speak about a topic in an organized manner.</li> <li>Speak slowly and articulately.</li> <li>Communicate information specific to a topic or text.</li> <li>Recount an experience.</li> <li>Engage with a communication partner.</li> </ul>
<b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>SL.3.5a</b> Create audio recordings of stories or poems and include a visual component.	<b>SL.3.5b</b> Create audio recordings of stories or poems.	<b>SL.3.5c</b> Select a multimedia or visual component pertinent to a presentation.	<ul style="list-style-type: none"> <li>Read with automaticity and fluency (see foundational skill development in standards RL.3.10, RI.3.10, RF.3.3 and RF.3.4)</li> <li>Actively engage with multimedia tools.</li> </ul>

<b><i>Learning Standard</i></b>	<b><i>Complexity a</i></b>	<b><i>Complexity b</i></b>	<b><i>Complexity c</i></b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>SL.3.6a</b> Engage in conversations by communicating information in complete sentences.	<b>SL.3.6b</b> Communicate information by speaking in a complete sentence.	<b>SL.3.6c</b> Communicate to share information.	<ul style="list-style-type: none"> <li>• Communicate with others.</li> <li>• Engage with a communication partner.</li> </ul>
<i>Language</i>				
<b><i>Conventions of Standard English</i></b>				

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>b.</b> Form and use regular and irregular plural nouns.</p> <p><b>c.</b> Use abstract nouns (e.g., childhood).</p> <p><b>d.</b> Form and use regular and irregular verbs.</p> <p><b>e.</b> Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p><b>f.</b> Ensure subject-verb and pronoun-antecedent agreement.</p> <p><b>g.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>h.</b> Use coordinating and subordinating conjunctions.</p> <p><b>i.</b> Produce simple, compound, and complex sentences.</p>	<p><b>L.3.1a</b> Produce simple and compound sentences containing correct noun (concrete or abstract) and verb agreement using simple verb tenses.</p>	<p><b>L.3.1b</b> Produce a sentence using a noun, verb, and adjective or adverb when writing or speaking.</p>	<p><b>L.3.1c</b> Produce a simple sentence using a noun and verb when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Communicate using words, phrases or sentences during a writing or speaking activity.</li> <li>• Identify a noun</li> <li>• Identify a verb</li> <li>• Actively engage during a writing or speaking activity.</li> </ul>


<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Knowledge of Language</b>				
<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Choose words and phrases for effect.</p> <p><b>b.</b> Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p><b>L.3.3a</b> Communicate ideas and information effectively by speaking or writing in simple sentences.</p>	<p><b>L.3.3b</b> Communicate ideas and information effectively by speaking or writing.</p>	<p><b>L.3.3c</b> Communicate an idea effectively.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Recognize spelling patterns in words to encode words for writing to capture thoughts and communications print (see foundational skill development for writing in standards W.3.10)</li> </ul> <p><b>Between b and c</b></p> <ul style="list-style-type: none"> <li>• Identify ending punctuation.</li> <li>• Identify sentences.</li> <li>• Recognize the difference between capital and lowercase letters.</li> <li>• Name all 26 letters in the alphabet.</li> <li>• Recognize letters vs. numbers.</li> <li>• Actively engage during a writing activity.</li> </ul>
<b>Vocabulary Acquisition and Use</b>				

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p><b>d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>L.3.4a</b> Identify the meaning of a word or phrase based on how it is used.</p>	<p><b>L.3.4b</b> Identify a word to its correct meaning based on how it is used.</p>	<p><b>L.3.4c</b> Select a picture or object that matches the meaning of a word.</p>	<ul style="list-style-type: none"> <li>• Identify a picture or object that matches the meaning of a word</li> <li>• Identify word origin of unknown word using dictionary resources</li> <li>• Identify prefixes, suffixes within unknown word</li> <li>• Identify morphemes within unknown word</li> <li>• Identify the root word within an unknown word</li> <li>• Identify syllables within an unknown word</li> <li>• Recognize alphabetical order</li> <li>• Actively engage in word study</li> <li>• Engage in the sharing of grade-level text containing unknown words</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a.</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p><b>b.</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p><b>c.</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p><b>L.3.5a</b> Identify shades of meaning between words.</p>	<p><b>L.3.5b</b> Recognize when the meaning of a word or phrase in a text is not to be understood literally.</p>	<p><b>L.3.5c</b> Use pictures to identify real-life connections between words and their uses (e.g., a picture of a friendly person, a helpful person, etc.).</p>	<ul style="list-style-type: none"> <li>• Select a picture or object that matches a word</li> <li>• Actively engage in word study.</li> </ul>
<p><b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them.).</p>	<p><b>L.3.6a</b> Communicate using grade-level/age-appropriate conversational or content-specific words or phrases (temporal).</p>	<p><b>L.3.6b</b> Use grade-level/age-appropriate words when engaging in a conversation with others.</p>	<p><b>L.3.6c</b> Communicate using a grade-level vocabulary word.</p>	<ul style="list-style-type: none"> <li>• Identify grade-level, domain specific, vocabulary</li> <li>• Actively engage in grade-level learning across the curriculum, including vocabulary study.</li> </ul>

## Grade 4

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
Most Complex  Least Complex				
<i>Reading Standards for Literature</i>				
<b>Key Ideas and Details</b>				
<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RL.4.1a</b> Answer questions that require inferencing using details from the text.	<b>RL.4.1b</b> Identify details from a story when answering explicit questions about a text.	<b>RL.4.1c</b> Answer questions based on details in the text.	<ul style="list-style-type: none"> <li>• identify information from a text</li> <li>• identify a story element (i.e. character, setting, etc.)</li> <li>• participate in a discussion about a story</li> <li>• listen to or read a story</li> <li>• Actively engage with literary text</li> </ul>
<b>RL.4.2</b> Analyze literary text development. <b>a.</b> Determine a theme of a story, drama, or poem from details in the text. <b>b.</b> Summarize the text, incorporating a theme determined from details in the text.	<b>RL.4.2a</b> Retell a story including theme and key details.	<b>RL.4.2b</b> Order three or more main events in a story and identify the them.	<b>RL.4.2c</b> Identify text details from main events in a story.	<ul style="list-style-type: none"> <li>• match pictures to sequence the events in a text</li> <li>• discuss beginning, middle and end</li> <li>• identify pictures or objects representing details from the story</li> <li>• listen to or read a story</li> <li>• Actively engage with literary text.</li> </ul>
<b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<b>RL.4.3a</b> Describe a character, setting, or event in a text using at least one detail from the text.	<b>RL.4.3b</b> Identify a character, setting, or event in a text and provide at least one detail to support the identification.	<b>RL.4.3c</b> Identify a character, setting, or event in a text.	<ul style="list-style-type: none"> <li>• identify pictures or objects representing a character, setting or event from the story</li> <li>• listen to or read a story</li> <li>• Actively engage with literary text</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Craft and Structure</b>				
<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<b>RL.4.4a</b> Describe the meaning of words and phrases as they are used in a text.	<b>RL.4.4b</b> Identify the meaning of words and phrases based on how they are used in a text.	<b>RL.4.4c</b> Identify the meaning of words and phrases (e.g., match pictures and phrases).	<ul style="list-style-type: none"> <li>• identify pictures or objects representing words or phrases from the story</li> <li>• listen to or read a story</li> <li>• Actively engage with literary text</li> </ul>
<b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<b>RL.4.5a</b> Explain similarities or differences in the structure of stories and poems.	<b>RL.4.5b</b> Explain common elements of a genre (e.g., casts of characters, settings, dialogue, etc.).	<b>RL.4.5c</b> Identify common elements of a genre (e.g., stanzas or rhythm in a poem, plot elements in a story).	<ul style="list-style-type: none"> <li>• identify a text as a poem, drama, or prose</li> <li>• listen to or read poems, dramas, and prose read aloud</li> <li>• identify a poem</li> <li>• Engage with poetry</li> <li>• Actively engage with literary text</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RL.4.6</b> Explain the differences in the point(s) of view in a text and different perspectives of the characters.</p>	<p><b>RL.4.6a</b> Identify the perspectives of different characters within a text.</p>	<p><b>RL.4.6b</b> Identify the perspective of a character in the text.</p>	<p><b>RL.4.6c</b> Identify the point of view in a story (e.g., first-person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”).</p>	<ul style="list-style-type: none"> <li>• Identify that within a story it is generally told from one point of view, but there may be many perspectives provided by different characters</li> <li>• Define point of view as the type of narrator used to tell the story</li> <li>• identify the storyteller (narrator or character)</li> <li>• recognize that the “reader” of the story is not the same as the storyteller within the story</li> <li>• Define perspective as how a scene is viewed through the thoughts and feelings of a chosen character</li> <li>• Match objects or pictures representing the feelings of each of the characters</li> <li>• Identify all of the characters in a story</li> <li>• listen to or read a story</li> <li>• Actively engage with images or objects representing characters from a text</li> </ul> <p><i>Note: In order to fully understand the point of view in a piece of literature, we need to explore the different perspectives from which a story may be told.</i></p>
<b>Integration of Knowledge and Ideas</b>				
<p><b>RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><b>RL.4.7a</b> Make connections between the characters, setting, or events of two presentations of a story.</p>	<p><b>RL.4.7b</b> Make connections between two presentations of a story.</p>	<p><b>RL.4.7c</b> Identify a character, setting, or event that appears in two different presentations of a story.</p>	<ul style="list-style-type: none"> <li>• Identify story elements</li> <li>• Identify similarities between the original text and an oral presentation or dramatization of the text.</li> <li>• Match pictures or objects to specific descriptions from a drama or oral presentation of a text</li> <li>• Match pictures or objects to specific descriptions from a text</li> <li>• Actively engage with images representing specific descriptions within a literary text</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>RL.4.8</b> (Not applicable to literature)				
<b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>RL.4.9a</b> Make comparisons (explicit or inferential) between the themes or topics from two folktales, fairytales, and/or myths.	<b>RL.4.9b</b> Identify similarities or differences between topics or events in two folktales, fairytales, and/or myths.	<b>RL.4.9c</b> Identify similarities or differences between topics or events in two stories.	<ul style="list-style-type: none"> <li>• Identify the topic of a story</li> <li>• Identify similarities or differences between characters in a single story</li> <li>• Recognize similarities and differences in people, settings or events from everyday life</li> <li>• Identify difference as not alike or opposite</li> <li>• Identify similarities as matching likeness or same</li> <li>• Actively engage with literary text from different cultures</li> </ul>
<b><i>Range of Reading and Level of Text Complexity</i></b>				

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>	
<p><b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p>	<p><b>RL.4.10a</b> Actively engage with grade level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.</p>	<p><b>RL.4.10b</b> Actively engage with grade level/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self comparisons.</p>	<p><b>RL.4.10c</b> Actively engage with grade level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience.</p>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/.</li> <li>Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> <li>Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> <li>Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> <li>Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> <li>Identify the graphemes -k and -ck as graphemes used at the end of words.</li> <li>Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> </ul> <p><b>Read &amp; Comprehend - grade level text</b></p> <ul style="list-style-type: none"> <li>Answer wh- questions related to grade-level/age appropriate poems and stories.</li> <li>Decode and read simple poems and stories.</li> <li>Engage with text types including poetry and stories.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> </ul>	<ul style="list-style-type: none"> <li>Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading.</li> <li>With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text.</li> <li>Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> <li>With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words)</li> <li>Decode words with digraphs.</li> <li>Build words with digraphs.</li> <li>Identify words with digraphs.</li> <li>Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch)</li> <li>Decode words with consonant blends.</li> <li>Build words with consonant blends.</li> <li>Identify words with consonant blends.</li> <li>Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends</li> <li>With prompting and support decode and read CVC words within a grade level text.</li> <li>Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations in 3 letter words (CVC words)</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
RL.4.10 (Continued)	RL.4.10a (Continued)	RL.4.10b (Continued)	RL.4.10c (Continued)	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Decode words with three-consonant blends.</li> <li>• Build words with three-consonant blends.</li> <li>• Identify words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Decode words with two-consonant blends.</li> <li>• Build words with two-consonant blends.</li> <li>• Identify words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl, cr, cl, tr, dr, etc.)</li> <li>• Decode words with digraphs.</li> <li>• Build words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> <li>• With prompting and support decode and read CVC words within a grade level text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Identify words with common phonemic VC word patterns (word families)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> </ul> <ul style="list-style-type: none"> <li>• Name the 5 vowels</li> <li>• Name 21 consonants</li> </ul> <p><b>Phonological Awareness (detailed further in learning progression in Reading Foundations)</b></p> <ul style="list-style-type: none"> <li>• Articulate the 5 short vowel sounds</li> <li>• Break orally given word into phonemes</li> <li>• Break an orally given word into onset/first sound and rime</li> <li>• Break an orally given word into syllables</li> </ul> <p><b>Text Connections</b></p> <ul style="list-style-type: none"> <li>• Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection.</li> <li>• With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences.</li> <li>• While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded.</li> <li>• Actively engage in group reading activities that activate text-to-text comparisons, and connections.</li> <li>• Actively engage in group reading activities that activate text-to-self connections.</li> <li>• Select texts related to prior experiences.</li> <li>• Communicate about prior experiences related to the text.</li> <li>• Actively engage in group reading activities that activate prior knowledge related to previous life experiences.</li> <li>• Actively participate in grade-level/ age-appropriate literature activities using adapted materials as needed.</li> <li>• Actively engage in grade-level/ age-appropriate literature materials.</li> <li>• Actively engage in group reading activities.</li> </ul>	

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Reading Standards for Informational Text</i>				
<b>Key Ideas and Details</b>				
<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.4.1a</b> Answer questions that may require inferences about events and information in a text.	<b>RI.4.1b</b> Identify details from a text when answering questions.	<b>RI.4.1c</b> Answer questions based on details from a text.	<ul style="list-style-type: none"> <li>• identify details from an informational text</li> <li>• participate in a discussion about the text</li> <li>• listen to or read informational text</li> <li>• Actively engage with informational text</li> </ul>
<b>RI.4.2</b> Analyze informational text development. <b>a.</b> Determine the main idea of a text and explain how it is supported by key details. <b>b.</b> Provide a summary of the text that includes the main idea and key details, as well as other important information.	<b>RI.4.2a</b> Identify the main idea of a text and summarize using key details.	<b>RI.4.2b</b> Given a main idea, state two details from a text.	<b>RI.4.2c</b> Identify the key details in a text.	<ul style="list-style-type: none"> <li>• participate in a discussion about the text</li> <li>• listen to or read informational text</li> <li>• Actively engage with informational text</li> </ul>
<b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<b>RI.4.3a</b> Explain one event, procedure, idea, or concept using details from the text.	<b>RI.4.3b</b> Sequence two events, ideas, or steps in text.	<b>RI.4.3c</b> Identify whether a specific event or step in a process occurred near the beginning or end.	<ul style="list-style-type: none"> <li>• Identify a set of steps or sequence of events in a text</li> <li>• Listen to or read informational text</li> <li>• Follow a sequence of given steps to complete a task</li> <li>• Identify events in daily life that require a sequence of steps</li> <li>• Order a sequence of steps/events from beginning to end</li> <li>• Identify one of the steps/events within a specific procedure (task analysis, scientific method, historical sequence)</li> <li>• Actively engage with informational text</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<b>RI.4.4a</b> Identify the meaning of a word based on how it is used in text relevant to a grade 4 topic or subject area.	<b>RI.4.4b</b> Identify the meanings of words based on how they are used in the text.	<b>RI.4.4c</b> Identify the meanings of grade level words.	<ul style="list-style-type: none"> <li>• Match pictures or objects representing the meaning of academic or domain-specific words used in a text</li> <li>• Identify academic or domain-specific words used in a text</li> <li>• Actively engage with objects or images representing academic and domain specific words from an informational text</li> </ul>
<b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>RI.4.5a</b> Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text.	<b>RI.4.5b</b> Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text.	<b>RI.4.5c</b> Identify events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none"> <li>• Identify ideas or information from an informational text</li> <li>• Identify events in an informational text</li> <li>• Communicate about a specific informational text</li> <li>• Communicate ideas</li> <li>• Actively engage with informational text</li> </ul>
<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.	<b>RI.4.6a</b> Identify whether the text is a firsthand or secondhand account and support it with a detail from the text.	<b>RI.4.6b</b> Identify whether an informational text is a firsthand or secondhand account.	<b>RI.4.6c</b> Identify a similarity or difference between two accounts of the same event or topic.	<ul style="list-style-type: none"> <li>• identify the event that two texts discuss</li> <li>• identify similarities or differences in everyday life</li> <li>• Actively engage with informational text</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>RI.4.7a</b> Explain how information presented visually, orally, or quantitatively supports the understanding of the information in the text.	<b>RI.4.7b</b> Identify the meaning of information presented visually, orally, or quantitatively in a text.	<b>RI.4.7c</b> Identify illustrations (e.g., maps, charts, photographs) that contribute to the meaning of the text.	<ul style="list-style-type: none"> <li>• identify illustrations within a text</li> <li>• recognize the difference between illustrations and print in a text</li> <li>• Actively engage with informational text</li> </ul>
<b>RI.4.8</b> Explain how an author uses evidence to support particular points in a text.	<b>RI.4.8a</b> Identify a key point in a text and describe the supporting evidence.	<b>RI.4.8b</b> Select a key point from a text, describe evidence from the text that supports that key point.	<b>RI.4.8c</b> Identify a picture with a key point in the text.	<ul style="list-style-type: none"> <li>• participate in a discussion about the information in a text</li> <li>• Actively engage with informational text</li> </ul>
<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.4.9a</b> Describe information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.4.9b</b> Identify information from two texts on the same subject.	<b>RI.4.9c</b> Identify two informational texts on the same.	<ul style="list-style-type: none"> <li>• select two texts on the same topic from a provided set</li> <li>• identify two informational texts</li> <li>• identify an informational text</li> <li>• recognize the difference between an informational text and narrative text</li> <li>• Actively engage with informational text</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>				

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>RI.4.10a</b> Read grade level/ age-appropriate, accommodated history/social studies, science, and technical texts.</p>	<p><b>RI.4.10b</b> Read grade level/age-appropriate, accommodated history/social studies, science, and technical texts.</p>	<p><b>RI.4.10c</b> Read grade level/ age-appropriate, accommodated history/social studies, science, and technical texts.</p>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/.</li> <li>Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> <li>Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> <li>Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> <li>Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> <li>Identify the graphemes -k and -ck as graphemes used at the end of words.</li> <li>Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> </ul> <p><b>Read &amp; Comprehend - grade level text</b></p> <ul style="list-style-type: none"> <li>Answer wh- questions related to informational text</li> <li>Decode and read informational text.</li> <li>Engage with text types including history/social studies, science, and technical texts .</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading.</li> <li>With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text.</li> <li>Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> <li>With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words)</li> <li>Decode words with digraphs.</li> <li>Build words with digraphs.</li> <li>Identify words with digraphs.</li> <li>Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch)</li> <li>Decode words with consonant blends.</li> <li>Build words with consonant blends.</li> <li>Identify words with consonant blends.</li> <li>Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends</li> <li>With prompting and support decode and read CVC words within a grade level text.</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
RI.4.10 (Continued)	RI.4.10a (Continued)	RI.4.10b (Continued)	RI.4.10c (Continued)	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations in 3 letter words (CVC words)</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Decode words with three-consonant blends.</li> <li>• Build words with three-consonant blends.</li> <li>• Identify words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Decode words with two-consonant blends.</li> <li>• Build words with two-consonant blends.</li> <li>• Identify words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl, cr, cl, tr, dr, etc.)</li> <li>• Decode words with digraphs.</li> <li>• Build words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> <li>• With prompting and support decode and read CVC words within a grade level text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Identify words with common phonemic VC word patterns (word families)</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> <li>• Name the 5 vowels</li> <li>• Name 21 consonants</li> </ul> <p><b>Phonological Awareness (detailed further in learning progression in Reading Foundations)</b></p> <ul style="list-style-type: none"> <li>• Articulate the 5 short vowel sounds</li> <li>• Break orally given word into phonemes</li> <li>• Break an orally given word into onset/first sound and rime</li> <li>• Break an orally given word into syllables</li> </ul> <p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text.</li> <li>• Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text.</li> <li>• Actively participate in grade-level/ age-appropriate text activities using adapted materials as needed.</li> <li>• Actively engage in grade-level/ age-appropriate informational text that include science, social studies and technical text..</li> <li>• Actively engage in group reading activities involving informational text.</li> <li>• Foundational Skills</li> <li>• Phonics and Word Recognition</li> </ul>	

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>RF.4.3a</b> Apply letter-sound knowledge to read phonetically regular words that include prefixes and suffixes.</p>	<p><b>RF.4.3b</b> Apply letter-sound knowledge to read words. Decode phonetically regular closed syllable (CVC, CCVC, CVCC) and Vowel-Consonant-e, (VCe) words and read high-frequency words.</p>	<p><b>RF.4.3c</b> Identify affixes (prefixes/suffixes) to an image to convey meaning (e.g., dis-, un-, pre-, re-, -ing, -ed, -er, -est, -s, -es, -y).</p>	<ul style="list-style-type: none"> <li>• Recognize that affixes change the meaning of the word</li> <li>• Demonstrate that affixes are word parts attached to a root word</li> <li>• Recognize that affixes come at the beginning or end of words</li> <li>• Break up a given word into syllables</li> <li>• Identify a syllable</li> <li>• Recognize that affixes are word parts</li> <li>• Demonstrate letter-sound knowledge</li> <li>• Demonstrate foundational knowledge in phonological/phonemic awareness (see PA development sequence)</li> <li>• Actively engage with letters, sounds, and word parts and whole words.</li> </ul>
<b>Fluency</b>				

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
<p><b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read grade-level text with purpose and understanding.</p> <p><b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition</p>	<p><b>RF.4.4a</b> Fluently reads a complete story in a text using self-correction strategies at the student-specific instructional level for purpose and understanding.</p>	<p><b>RF.4.4b</b> Fluently reads a complete story in a decodable text at the student-specific instructional level.</p>	<p><b>RF.4.4c</b> Fluently reads a 5–7 word phonetically decodable simple sentence.</p>	<ul style="list-style-type: none"> <li>• Read grade-level text with fluency to support understanding.</li> <li>• Read grade-level text orally with increased accuracy and fluency on successive readings</li> <li>• Decode and read CCVC, CVCC words</li> <li>• Decode diphthongs and vowels /aw/ and /oo/</li> <li>• decode digraphs ph,gh,ch</li> <li>• Decode vowel-r combinations</li> <li>• decode vowel teams for long vowel sounds</li> <li>• decode VCe long vowel pattern in single syllable words</li> <li>• Decode final consonant blends with nasals: nt, nd, mp, nk</li> <li>• decode hard and soft c and g</li> <li>• decode -ck after a short vowel</li> <li>• decode three consonant blends and blends with digraphs</li> <li>• decode two consonant blends</li> <li>• decode common consonant digraphs</li> <li>• decode long vowel sounds associated with a single letter in open syllables and in one syllable words</li> <li>• Decode specific common vowel teams represent long vowel sounds (e.g., ai, oa, ee).</li> <li>• Decode words with common endings (e.g., -s, -ed, -ing).</li> <li>• Identify irregularly spelled words that are not spelled as they sound (e.g., above, country, again).</li> <li>• Demonstrate the spelling-sound correspondences during decoding</li> <li>• Break words into syllables to support decoding multi-syllable words.</li> <li>• Identify syllables within a printed word</li> <li>• Orally break up a given word into syllables</li> </ul>	<ul style="list-style-type: none"> <li>• A word has as many syllables as it has vowel sounds.</li> <li>• Use context to confirm or self-correct word recognition, rereading as necessary.</li> <li>• Use decoding skills to self-correct, rereading word as necessary.</li> <li>• Decode CVC words with automaticity and fluency</li> <li>• Decode predictable short vowels with automaticity and fluency</li> <li>• Decode words by saying all sounds in the word represented by letter symbols with increasing automaticity until fluent (within 1 second)</li> <li>• Stretch spoken words by individual sounds then state or select the whole word.</li> <li>• Represent sound for each letter in alphabet with automaticity</li> <li>• Demonstrate letter-sound knowledge with increasing automaticity</li> <li>• Articulate all letter sounds accurately with increasing automaticity until fluent (each sound symbol correspondence within 1 second)</li> <li>• Demonstrate foundational knowledge in phonological/phonemic awareness</li> <li>• Actively participate in supported grade-level/age-appropriate, adapted texts.</li> <li>• Engage during phonics lessons</li> <li>• Engage during letter/sound decoding activities</li> <li>• Engage with letters representing first sounds in words</li> <li>• Actively engage with letters, sounds, and words.</li> </ul> <p><i>Note: see RL.4.10 and RI.4.10 for additional skills in this sequence.</i></p>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Writing</i>				
<b>Text Types and Purposes</b>				
<p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>a.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><b>b.</b> Provide reasons that are supported by facts and details.</p> <p><b>c.</b> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p><b>d.</b> Provide a concluding statement or section related to the opinion presented.</p>	<p><b>W.4.1a</b> Compose a topic sentence based on a topic or text and provide a sentence of support for or against the opinion with guidance and support.</p>	<p><b>W.4.1b</b> Compose a statement of opinion using a conjunction and provide at least one reason for it (conjunctions: and, or, nor, but, yet; prepositions: since, because, etc.).</p>	<p><b>W.4.1c</b> Compose a statement of opinion and one supporting detail.</p>	<ul style="list-style-type: none"> <li>• Express an opinion on a topic</li> <li>• Express agreement or disagreement to a given opinion</li> <li>• Communicate meaning that can be translated into text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>a.</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.</p> <p><b>b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>c.</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>W.4.2a</b> Compose a paragraph on a specific topic that includes a topic sentence, supporting details, and concluding statement and pair with an illustration.</p>	<p><b>W.4.2b</b> Compose a three or more-sentence paragraph including a topic sentence and at least two supporting details.</p>	<p><b>W.4.2c</b> Compose a sentence that conveys information including one concrete fact and using domain-specific vocabulary.</p>	<ul style="list-style-type: none"> <li>• Compose an informative or explanatory sentence.</li> <li>• Compose a sentence using a sentence frame or other scaffold as needed.</li> <li>• Capitalize the first letter of the first word of a sentence.</li> <li>• Use punctuation.</li> <li>• Identify the parts of a simple sentence.</li> <li>• Communicate to explain something using facts and details on a specific topic.</li> <li>• Communicate to share information on a specific topic.</li> <li>• Brainstorm and record vocabulary words, phrases and ideas around a chosen topic.</li> <li>• Identify a topic for writing.</li> <li>• Actively engage with a communication partner.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>b.</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><b>c.</b> Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>e.</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>W.4.3a</b> Compose a story that includes characters paired with dialogue.</p>	<p><b>W.4.3b</b> Compose a story including characters, setting, and events in a sequential order.</p>	<p><b>W.4.3c</b> Compose a story based on a personal experience including a beginning, middle, and end.</p>	<p><b>Between general standard and a:</b></p> <ul style="list-style-type: none"> <li>• Communicate imagined experiences that can be translated into text.</li> <li>• Identify an imagined event</li> <li>• Communicate personal experiences that can be translated into text.</li> <li>• Identify a personal experience or event.</li> <li>• Actively engage with a communication partner</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b><i>Production and Distribution of Writing</i></b>				
<b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>W.4.4a</b> Select an appropriate template and compose a writing sample for a given task or purpose (e.g., shopping list, letter, e-mail, text message, invitation, etc.).	<b>W.4.4b</b> Given an appropriate template, compose a writing sample for a given task or purpose.	<b>W.4.4c</b> Match or label writing samples to the correlating purpose/task and audience.	<ul style="list-style-type: none"> <li>• Identify various audiences for writing.</li> <li>• Identify a variety of tasks/purposes for writing.</li> <li>• Communicate meaning that can be translated into text.</li> <li>• Communicate about a specific topic.</li> <li>• Actively engage with a communication partner.</li> </ul>
<b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<b>W.4.5a</b> With guidance and support, plan, draft, and edit writing to convey a clear message.	<b>W.4.5b</b> With guidance and support, edit simple sentences to improve their clarity (check spacing, conventions, capitalization, punctuation, spelling, and word choice).	<b>W.4.5c</b> Edit a writing sample for fragments or run-ons with guidance and support.	<ul style="list-style-type: none"> <li>• Identify run-on sentences within own writing</li> <li>• Identify fragments vs. complete sentences within own writing.</li> <li>• Identify elements of a complete sentence.</li> <li>• Develop sentences with both a noun and a verb, capitalization and punctuation.</li> <li>• Communicate meaning that can be translated into text.</li> <li>• Identify the first word of a sentence.</li> <li>• Identify the last word of a sentence.</li> <li>• Identify a sentence vs. a word, letter or paragraph.</li> <li>• Communicate about a specific topic</li> <li>• Select a topic for writing.</li> <li>• Engage with a communication partner(s) to develop writing.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.</p>	<p><b>W.4.6a</b> With guidance and support from an adult or peer, use information from print or digital source to generate sentences using a keyboard.</p>	<p><b>W.4.6b</b> With guidance and support from an adult or peer, use information from print or digital source to generate sentences.</p>	<p><b>W.4.6c</b> With guidance and support from an adult or peer, use information from print or digital source to generate a sentence.</p>	<p><b>Between general standard and complexity a:</b></p> <ul style="list-style-type: none"> <li>• Use technology, including assistive technology, as needed, to interact and collaborate with others.</li> <li>• Independently generate a complete sentence using technology, including assistive technology as needed.</li> <li>• Use a digital resource to gain information to develop writing.</li> <li>• Use technology to develop writing that communicates meaning.</li> <li>• Use traditional or adapted keyboard to encode words (see full skill development progression) for writing.</li> <li>• Match letter name or sound with key on a keyboard.</li> <li>• Place fingers on keys for typing.</li> <li>• Use technology features (word prediction, word completion, spell check, etc.) and/or assistive technology tools (picture selection for words, phrases or sentences) to communicate thoughts for writing.</li> <li>• Engage with technology tools used for research, communication and/or writing.</li> </ul>
<b>Research to Build and Present Knowledge</b>				
<p><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>W.4.7a</b> Investigate sources to provide three or more details on a given topic.</p>	<p><b>W.4.7b</b> Collect information from one or more sources to present details about a given topic.</p>	<p><b>W.4.7c</b> Select a source to present knowledge about a topic.</p>	<p><b>Between complexity b and c:</b></p> <ul style="list-style-type: none"> <li>• Communicate about a specific topic.</li> <li>• Review presentation targets or questions.</li> <li>• Select a source that provides information on a given topic.</li> <li>• Identify sources of information for research.</li> <li>• Engage with sources of information used in research. (i.e. internet, person/interview, informational text/nonfiction, dictionaries, etc.)</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p>	<p><b>W.4.8a</b> Sort information selected from personal experiences or print/digital sources into provided categories.</p>	<p><b>W.4.8b</b> Generate a list of sources to support a topic or personal experience.</p>	<p><b>W.4.8c</b> Recall information from personal experiences.</p>	<ul style="list-style-type: none"> <li>• Organize (time order or categorize) notes and/or pictures from personal experience.</li> <li>• Capture notes or pictures from personal experiences.</li> <li>• Communicate about a prior experience.</li> <li>• Identify a personal experience.</li> <li>• Actively participate in personal experiences.</li> <li>• Engage with people, tools, etc. during personal experiences or events.</li> </ul>
<p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p><b>b.</b> Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><b>W.4.9a</b> Categorize information on a topic from grade-level/ age-appropriate informational materials to: describe settings, characters, or events in a story; or to show an author’s reasons or evidence to support points in a text.</p>	<p><b>W.4.9b</b> Identify information from grade-level/age-appropriate literary or informational materials to support understanding.</p>	<p><b>W.4.9c</b> Select information from grade-level/age-appropriate literary or informational materials to support understanding.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Use skills developed in standards for literary and informational texts to collect information and evidence for writing.</li> <li>• Select specific text to draw evidence about a specific topic.</li> <li>• Select either literary or informational text based on topic of writing.</li> <li>• Identify a topic for reflection, analysis or research.</li> <li>• Engage with grade-level literary or informational text.</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
<b>Range of Writing</b>					
<p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.4.10a</b> With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.4.10b</b> With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.4.10c</b> With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• Increase experience writing across a range of disciplines over time.</li> <li>• Improve encoding automaticity and accuracy over time from baseline.</li> <li>• Translate thoughts and communications into writing using technology and assistive technology as needed to develop independence.</li> <li>• Encode/spell words during writing using letter/sound knowledge below.</li> <li>• Identify and write Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/.</li> <li>• Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>• Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> <li>• Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> <li>• Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>• Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> <li>• Identify the graphemes -k and -ck as graphemes used at the end of words.</li> <li>• Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>• Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> <li>• Answer wh- questions related to grade-level/age appropriate text for the purpose of writing</li> </ul> <p><b>Encoding</b></p> <ul style="list-style-type: none"> <li>• Break a word into phonemes for the purpose of encoding.</li> <li>• Break a word into onset/first sound and rime for the purpose of encoding.</li> <li>• Break a word into syllables for the purpose of encoding.</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
W.4.10 (Continued)	W.4.10a (Continued)	W.4.10b (Continued)	W.4.10c (Continued)	<ul style="list-style-type: none"> <li>• Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>• Increase automatic recall of newly learned sound/symbol correspondences for the purposes of encoding and writing.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>• Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> </ul> <p><b>Encoding</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Build words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Build words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26</li> </ul> <p>letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, sl, sr, sl,cr, cl, tr, dr, etc.)</p> <ul style="list-style-type: none"> <li>• Build/encode words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> </ul> <p><b>Phonological Awareness (detailed further in learning progression in Reading Foundations)</b></p> <ul style="list-style-type: none"> <li>• Actively participate in grade-level/ age-appropriate writing activities using adapted materials as needed.</li> <li>• Engage in communication for writing.</li> </ul>	

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Speaking and Listening</b>				
<b>Comprehension and Collaboration</b>				
<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>c.</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><b>d.</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>SL.4.1a</b> Engage in discussions with others by asking and answering questions by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turn-taking to share responses, etc.) on grade 4 topics and texts.</p>	<p><b>SL.4.1b</b> Engage in discussions with others by responding to questions asked by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turn-taking to share responses, etc.) on grade 4 topics and texts.</p>	<p><b>SL.4.1c</b> Engage in discussions with others by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, etc.) on grade 4 topics and texts.</p>	<ul style="list-style-type: none"> <li>• Communicate with diverse partners.</li> <li>• Demonstrate rules for discussion (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.)</li> <li>• Identify rules for discussion. (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.)</li> <li>• Participate during 1:1, small group and whole group discussions.</li> <li>• Engage during small group and whole group discussions. (active listening)</li> <li>• Engage with communication partner.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>SL.4.2a</b> Identify paraphrased main idea and details supporting the main idea from a text read aloud or presented in diverse formats.	<b>SL.4.2b</b> Identify paraphrased details from a text read aloud or presented in diverse formats.	<b>SL.4.2c</b> Identify an idea from a text read aloud or presented in diverse formats.	<ul style="list-style-type: none"> <li>Sort ideas that were and were not from text or presentation.</li> <li>Identify information from text presented orally and visually.</li> <li>Communicate with others.</li> <li>Engage as text is read aloud</li> <li>Engage during media presentations</li> </ul>
<b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.	<b>SL.4.3a</b> Identify evidence provided by a speaker to support a point.	<b>SL.4.3b</b> Identify a speaker's opinion or position on a topic.	<b>SL.4.3c</b> Identify a detail the speaker used to support a provided position on a topic.	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify a speaker's position based on presented details.</li> <li>Identify the topic the speaker addressed.</li> <li>Identify information presented by a speaker.</li> <li>Identify the speaker.</li> <li>Demonstrate engagement while listening to a speaker.</li> </ul>
<b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<b>SL.4.5a</b> Add visual or audio displays to enhance a presentation.	<b>SL.4.5b</b> With guidance and support, choose visual or audio displays to enhance a presentation.	<b>SL.4.5c</b> With guidance and support, choose materials to illustrate points in a presentation.	<ul style="list-style-type: none"> <li>Recognize that audio recording or visual displays enhance presentations and extend meaning.</li> <li>Identify points in a presentation.</li> <li>Identify/locate/create an audio recording.</li> <li>Identify/locate/create visual media/display.</li> <li>Actively engage with audio and visual media.</li> </ul>
<b>SL.4.6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	<b>SL.4.6a</b> Communicate appropriately with others in individual (e.g., student-to-adult) or group settings (e.g., class discussions).	<b>SL.4.6b</b> Identify the appropriate discourse for a variety of settings (e.g., informal conversations with a friend vs. speaking to the bus driver or school principal).	<b>SL.4.6c</b> Communicate information specific to the purpose or audience.	<ul style="list-style-type: none"> <li>Identify language appropriate for a task</li> <li>Communicate information.</li> <li>Communicate with others.</li> <li>Engage with a communication partner or audience.</li> </ul>




<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Language</i>				
<b>Conventions of Standard English</b>				
<p><b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p><b>b.</b> Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p><b>c.</b> Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p><b>d.</b> Order adjectives within sentences according to conventional patterns (e.g., “a small red bag” rather than “a red small bag”).</p> <p><b>e.</b> Form and use prepositional phrases.</p> <p><b>f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>g.</b> Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p><b>L.4.1a</b> Produce a compound sentence when writing or speaking.</p>	<p><b>L.4.1b</b> Communicate in complete sentences containing correct pronouns when writing or speaking.</p>	<p><b>L.4.1c</b> Communicate using a complete sentence containing a noun, a verb, and an adjective when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Communicate using words, phrases or sentences during a writing or speaking activity.</li> <li>• Identify an adjective.</li> <li>• Identify a verb.</li> <li>• Identify a noun.</li> <li>• Actively engage during a writing or speaking activity.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Use correct capitalization.</p> <p><b>b.</b> Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><b>c.</b> Use a comma before a coordinating conjunction in a compound sentence.</p> <p><b>d.</b> Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>L.4.2a</b> Generate sentences using correct conventions of capitalization, punctuation and quotation marks.</p>	<p><b>L.4.2b</b> Generate a sentence with correct capitalization (beginning of sentence, proper names) and ending punctuation.</p>	<p><b>L.4.2c</b> Identify capitalization at the beginning of sentences and in proper nouns.</p>	<p><b>Between b and c</b></p> <ul style="list-style-type: none"> <li>• Identify ending punctuation.</li> <li>• Identify sentences.</li> <li>• Identify proper nouns.</li> <li>• Identify names of people and places..</li> <li>• Identify the beginning of a sentence.</li> <li>• Recognize the difference between capital and lowercase letters.</li> <li>• Name all 26 letters in the alphabet.</li> <li>• Recognize letters vs. numbers.</li> <li>• Actively engage during a writing activity.</li> </ul>
<b>Knowledge of Language</b>				
<p><b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Choose words and phrases to convey ideas precisely.</p> <p><b>b.</b> Choose punctuation for effect.</p> <p><b>c.</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p><b>L.4.3a</b> Communicate using correct conventions of capitalization, punctuation, and adherence to basic spelling rules when writing. Adjust tone of voice and manner of speaking in relation to audience.</p>	<p><b>L.4.3b</b> Communicate in simple sentences that include correct conventions of capitalization and punctuation when writing. Adjust tone of voice and manner of speaking in relation to audience.</p>	<p><b>L.4.3c</b> Communicate using words and phrases to convey an idea when speaking or writing.</p>	<ul style="list-style-type: none"> <li>• Communicate through writing.</li> <li>• Communicate using speech or other mode.</li> <li>• Identify words and/or phrases associated with an idea or topic.</li> <li>• Identify an idea.</li> <li>• Engage with a communication partner.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Vocabulary Acquisition and Use</b>				
<p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p><b>c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>L.4.4a</b> Identify the meaning of a word or phrase based on how it is used.</p>	<p><b>L.4.4b</b> Connect the meaning of a word to a sentence- or paragraph-level context.</p>	<p><b>L.4.4c</b> Connect a word to its correct meaning.</p>	<ul style="list-style-type: none"> <li>• Identify a picture or object that matches the meaning of a word.</li> <li>• Match the meanings with Greek and Latin affixes and roots.</li> <li>• Identify Greek and Latin affixes and roots.</li> <li>• Identify prefixes, suffixes within unknown word.</li> <li>• Identify morphemes within unknown word.</li> <li>• Identify the root word within an unknown word.</li> <li>• Identify syllables within an unknown word.</li> <li>• Recognize onset and rime of an unknown word.</li> <li>• Use skills with ABC order and onset rime skills to access print and digital word specific reference materials.</li> <li>• Recognize alphabetical order.</li> <li>• Actively engage in word study.</li> <li>• Engage in the sharing of grade-level text containing unknown words.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Explain the meaning of simple similes and metaphors (e.g., “as pretty as a picture”) in context.</p> <p><b>b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>c.</b> Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</p>	<p><b>L.4.5a</b> Identify the meaning of simple figurative language (e.g., similes and metaphors).</p>	<p><b>L.4.5b</b> Categorize antonyms and synonyms when given a list of words.</p>	<p><b>L.4.5c</b> Identify the opposite meaning when given a word.</p>	<ul style="list-style-type: none"> <li>• Recognize that word meaning is not always concrete (e.g. the word “rock” as a noun vs. a verb)</li> <li>• Recognize that some words have opposites (e.g., hot/ cold)</li> <li>• Recognize that some words share the same meaning. (e.g., tired/exhausted)</li> <li>• Recognize words that have meaning.</li> <li>• Actively engage in word study.</li> <li>• Listen to the pronunciation of unknown words.</li> <li>• Engage with unknown words.</li> </ul>
<p><b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><b>L.4.6a</b> Communicate using grade-level/ age-appropriate words that signal actions, emotions, or states of being.</p>	<p><b>L.4.6b</b> Communicate using grade-level/age-appropriate words that are basic to a particular topic.</p>	<p><b>L.4.6c</b> Communicate using grade-level/ age-appropriate words.</p>	<ul style="list-style-type: none"> <li>• Communicate about learning across the curriculum.</li> <li>• Identify grade-level, domain specific, vocabulary.</li> <li>• Actively engage in grade-level learning across the curriculum, including vocabulary study.</li> </ul>

## Grade 5

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
Most Complex  Least Complex				
<i>Reading Standards for Literature</i>				
<b>Key Ideas and Details</b>				
<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RL.5.1a</b> Make inferences about plot, characters, setting, or theme, based on quotations from the text.	<b>RL.5.1b</b> Describe characters, settings, or events in a story based on a quotation from the story.	<b>RL.5.1c</b> Connect characters, settings, or events in a story with a quotation from the story.	<ul style="list-style-type: none"> <li>• identify a quotation from a story</li> <li>• recognize direct quotes from a story</li> <li>• identify characters, settings, or events from a story</li> <li>• participate in discussion about a story</li> <li>• Actively engage with literary text.</li> </ul>
<b>RL.5.2</b> Analyze literary text development. <b>a.</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. <b>b.</b> Summarize the text, incorporating a theme determined from details in the text.	<b>RL.5.2a</b> Identify the theme in a literary text and provide details that support it.	<b>RL.5.2b</b> Identify the theme in a literary text and match details that support it.	<b>RL.5.2c</b> Identify the plot or theme of a story.	<ul style="list-style-type: none"> <li>• identify the beginning, middle, and end of a story</li> <li>• identify the resolution of a story</li> <li>• identify a problem or conflict in a story</li> <li>• recognize that stories carry a messages</li> <li>• Actively engage with literary text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<b>RL.5.3a</b> Compare or contrast two characters, settings, or events in a story or drama, using specific details in the text (e.g., how characters interact).	<b>RL.5.3b</b> Identify the similarities or the differences between two characters, settings or events.	<b>RL.5.3c</b> Identify the character, setting, and an event in a text.	<ul style="list-style-type: none"> <li>• identify pictures or objects from the story</li> <li>• listen to a story read aloud</li> <li>• Actively engage with literary text.</li> </ul>
<b>Craft and Structure</b>				
<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.	<b>RL.5.4a</b> Determine the meaning of words and phrases, including figurative language (e.g., similes, metaphors).	<b>RL.5.4b</b> Identify figurative language when used in a text.	<b>RL.5.4c</b> Identify the meaning of words and phrases used in a text.	<ul style="list-style-type: none"> <li>• recognize that word meaning is not always concrete</li> <li>• connect a word with a given meaning</li> <li>• identify pictures or objects from the story</li> <li>• Actively engage with literary text.</li> </ul>
<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>RL.5.5a</b> State the beginning, middle, or ending points of stories, dramas, or poems.	<b>RL.5.5b</b> Sequence events between two chapters or stanzas in a story or poem.	<b>RL.5.5c</b> Identify common elements of a story, drama, or poem.	<ul style="list-style-type: none"> <li>• match text feature to text</li> <li>• identify a text as a poem, drama or prose</li> <li>• identify a drama</li> <li>• identify poem</li> <li>• identify a prose</li> <li>• listen to poems, dramas, and prose read aloud</li> <li>• Actively engage with literary text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>RL.5.6</b> Describe how a narrator's or speaker's point of view and perspective influence how events are described.	<b>RL.5.6a</b> Explain how the story might be different if told from another character's perspective.	<b>RL.5.6b</b> Identify the storyteller and describe his/her role in the grade-level story (e.g., main character).	<b>RL.5.6c</b> Identify who is telling the grade-level story (narrator vs. character).	<ul style="list-style-type: none"> <li>• recognize that a narrator is not always a character in the story</li> <li>• recognize that the "reader" of the story is not the same as the storyteller within</li> <li>• Actively engage with literary text.</li> </ul>
<b>Integration of Knowledge and Ideas</b>				
<b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<b>RL.5.7a</b> Describe the differences between a written story and another presentation of the tale (e.g., a dramatization, graphic novel, poem) and how visual and multimedia elements provide meaning of a text.	<b>RL.5.7b</b> Describe how illustrations, visual effects, sound effects, and music convey meaning, tone, or mood of the text.	<b>RL.5.7c</b> Identify the visual or multimedia elements presented in a text.	<ul style="list-style-type: none"> <li>• Recognize the difference between a presentation on a text that is visual or oral.</li> <li>• Identify the key features of a printed text</li> <li>• Identify words or phrases within a text that evoke an image or feeling.</li> <li>• Identify feelings and thoughts associated with a presented image in video or live versions of text.</li> <li>• Identify the key features of multimedia productions of a text</li> <li>• Actively engage with literary text.</li> </ul>
<b>RL.5.8</b> (Not applicable to literature)				

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>RL.5.9a</b> Compare and contrast themes and topics of stories in the same genre (e.g., mysteries and adventure stories).	<b>RL.5.9b</b> Describe similarities or differences between two stories from the same genre.	<b>RL.5.9c</b> Identify a common theme or topics from two different stories in the same genre.	<ul style="list-style-type: none"> <li>• identify a common idea between the two texts</li> <li>• identify the genre of a story</li> <li>• identify the theme or topic of a story</li> <li>• Identify differences between the two texts</li> <li>• Identify similarities between the two texts</li> <li>• Actively engage in a discussion about each text</li> <li>• Identify the characters in each text</li> <li>• Actively engage with literary text.</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>				



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p>	<p><b>RL.5.10a</b> Actively engage with grade-level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.</p>	<p><b>RL.5.10b</b> Actively engage with grade-level/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self comparisons.</p>	<p><b>RL.5.10c</b> Actively engage with grade-level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience.</p>	<p><b>Between general standard and a: Read &amp; Comprehend - grade level text</b></p> <ul style="list-style-type: none"> <li>• Answer wh- questions related to grade-level/age appropriate poems and stories.</li> <li>• Decode and read simple poems and stories.</li> <li>• Engage with text types including poetry and stories.</li> </ul> <p><b>Between b and c: Text Connections</b></p> <ul style="list-style-type: none"> <li>• Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection.</li> <li>• With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences.</li> <li>• While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded.</li> <li>• Actively engage in group reading activities that activate text-to-text comparisons, and connections.</li> <li>• Actively engage in group reading activities that activate text-to-self connections.</li> <li>• Select texts related to prior experiences.</li> <li>• Communicate about prior experiences related to the text.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/.</li> <li>• Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>• Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> <li>• Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> <li>• Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>• Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> <li>• Identify the graphemes -k and -ck as graphemes used at the end of words.</li> <li>• Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>• Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> <li>• Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>• Increase automatic recall of newly learned sound/symbol correspondences for the purposes of Decoding and reading.</li> <li>• With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>• Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
RL.5.10 (Continued)	RL.5.10a (Continued)	RL.5.10b (Continued)	RL.5.10c (Continued)	<ul style="list-style-type: none"> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words)</li> <li>• Decode words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch)</li> <li>• Decode words with consonant blends</li> <li>• Identify words with consonant blends.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Decode words with three-consonant blends.</li> <li>• Build words with three-consonant blends.</li> <li>• Identify words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Decode words with two-consonant blends.</li> <li>• Build words with two-consonant blends.</li> <li>• Identify words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl, cr, cl, tr, dr, etc.)</li> <li>• Decode words with digraphs.</li> </ul> <ul style="list-style-type: none"> <li>• Build words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> <li>• With prompting and support decode and read CVC words within a grade level text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Identify words with common phonemic VC word patterns (word families)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> <li>• Name the 5 vowels</li> <li>• Name 21 consonants</li> </ul> <p><b>Phonological Awareness (detailed further in learning progression in Reading Foundations)</b></p> <ul style="list-style-type: none"> <li>• Articulate the 5 short vowel sounds</li> <li>• Break orally given word into phonemes</li> <li>• Break an orally given word into onset/first sound and rime</li> <li>• Break an orally given word into syllables</li> <li>• Actively engage in group reading activities that activate prior knowledge related to previous life experiences.</li> <li>• Actively participate in grade-level/ age-appropriate literature activities using adapted materials as needed.</li> <li>• Actively engage in grade-level/ age-appropriate literature materials.</li> <li>• Actively engage in group reading activities.</li> </ul>	

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Reading Standards for Informational Text</i>				
<b>Key Ideas and Details</b>				
<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.5.1a</b> Answer inferential questions about ideas, individuals, or events from a text.	<b>RI.5.1b</b> Identify details from a text when answering questions.	<b>RI.5.1c</b> Make connections of ideas, individuals, or events to details from a text.	<ul style="list-style-type: none"> <li>• connect an idea to a detail in the text</li> <li>• identify ideas, individuals, or events in a text</li> <li>• participate in a discussion about a text</li> <li>• Actively engage with informational text.</li> </ul>
<b>RI.5.2</b> Analyze informational text development. <ul style="list-style-type: none"> <li><b>a.</b> Determine the main ideas of a text and explain how they are supported by key details.</li> <li><b>b.</b> Provide a summary of the text that includes the main ideas and key details, as well as other important information.</li> </ul>	<b>RI.5.2a</b> Identify the main idea of a text and summarize using key details.	<b>RI.5.2b</b> Identify the main idea and match to details that support it.	<b>RI.5.2c</b> Given a main idea, identify a supporting detail from the text.	<ul style="list-style-type: none"> <li>• given a main idea, select a supporting detail from a set</li> <li>• recognize that informational texts are focused on a specific topic</li> <li>• participate in discussion about a text</li> <li>• Actively engage with informational text.</li> </ul>
<b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>RI.5.3a</b> Identify the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text.	<b>RI.5.3b</b> Identify interactions between individuals, events, ideas, or concepts within a given text.	<b>RI.5.3c</b> Identify an individual, event, idea, or concept based on information from a text.	<ul style="list-style-type: none"> <li>• identify the steps or events described in a text</li> <li>• connect an individual, event, idea, or concept to specific information in a text.</li> <li>• identify information from a text</li> <li>• Actively engage with informational text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Craft and Structure</b>				
<b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<b>RI.5.4a</b> Identify the meaning of a word based on how it is used in a text relevant to a grade 5 topic or subject area.	<b>RI.5.4b</b> Identify the meaning of words and phrases based on how they are used in a text.	<b>RI.5.4c</b> Identify the meanings of grade-level words.	<ul style="list-style-type: none"> <li>• match pictures or objects to words</li> <li>• identify words used in a text</li> <li>• Actively engage with informational text.</li> </ul>
<b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<b>RI.5.5a</b> Contrast the structure of two informational texts (e.g., recipes, schedules, experiments).	<b>RI.5.5b</b> Compare the text structure of two informational texts (e.g., recipes, schedules, experiments).	<b>RI.5.5c</b> Identify common structures of a text.	<ul style="list-style-type: none"> <li>• connect a specific text structure to a selection of text</li> <li>• Actively engage with informational text.</li> </ul>
<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.	<b>RI.5.6a</b> Explain the differing perspectives in two topics on the same text. Note the details that contribute to each perspective.	<b>RI.5.6b</b> Describe the similarities and differences in two texts about the same topic.	<b>RI.5.6c</b> Identify the common topic in two different texts.	<ul style="list-style-type: none"> <li>• identify the event that two texts discuss</li> <li>• identify a topic within a text</li> <li>• identify similarities or differences in everyday life</li> <li>• Actively engage with informational text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Integration of Knowledge and Ideas</b>				
<b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>RI.5.7a</b> Gather information from several texts to answer a question or support an idea.	<b>RI.5.7b</b> Identify information in multiple texts to answer a question or support an idea.	<b>RI.5.7c</b> Identify information in a text to answer a question or support an idea.	<ul style="list-style-type: none"> <li>• use a digital source to find information</li> <li>• use a table of contents or index to locate information</li> <li>• use a search engine to locate information</li> <li>• connect information to a specific topic</li> <li>• Actively engage with informational text.</li> </ul>
<b>RI.5.8</b> Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.	<p><b>RI.5.8a1</b> Provide evidence to support key ideas and/or describe connections among key ideas.</p> <p><b>RI.5.8a2</b> Identify a key point in a text and describe the supporting evidence.</p>	<b>RI.5.8b</b> Provided a key point from a text, describe evidence from the text that supports that key point.	<b>RI.5.8c</b> Provided a key point from a text, identify evidence from the text that supports that key point.	<ul style="list-style-type: none"> <li>• identify a picture with a key point in the text</li> <li>• recognize that authors use evidence to support their ideas</li> <li>• participate in a discussion about the text</li> <li>• Actively engage with informational text.</li> </ul>
<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<p><b>RI.5.9a1</b> Integrate information about a topic from two or more sources.</p> <p><b>RI.5.9a2</b> Describe information from two or more texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<b>RI.5.9b</b> Identify information from two or more texts on the same subject.	<b>RI.5.9c</b> Identify a key detail from two texts on the same topic.	<ul style="list-style-type: none"> <li>• identify two informational texts on the same subject</li> <li>• select two texts on the same topic from a provided set</li> <li>• identify two informational texts</li> <li>• identify an informational text</li> <li>• recognize the difference between an information text and a narrative text</li> <li>• Actively engage with informational text.</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
<b>Range of Reading and Level of Text Complexity</b>					
<p><b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p><b>RI.5.10a</b> Read grade-level/ age-appropriate, accommodated history/social studies, science, and technical texts.</p>	<p><b>RI.5.10b</b> Read grade-level/age-appropriate, accommodated history/social studies, science, and technical texts.</p>	<p><b>RI.5.10c</b> Read grade-level/ age-appropriate, accommodated history/social studies, science, and technical texts.</p>	<p><b>Read &amp; Comprehend - grade level text</b></p> <ul style="list-style-type: none"> <li>• Answer wh- questions related to grade-level/age appropriate poems and stories.</li> <li>• Decode and read simple poems and stories.</li> <li>• Engage with text types including informational texts such as history/ social studies, science, and technical texts.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/.</li> <li>• Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>• Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> <li>• Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> <li>• Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> <li>• Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>• Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> <li>• Identify the graphemes -k and -ck as graphemes used at the end of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>• Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> <li>• Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>• Increase automatic recall of newly learned sound/symbol correspondences for the purposes of Decoding and reading.</li> <li>• With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>• Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words)</li> <li>• Decode words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch)</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
RI.5.10 (Continued)	RI.5.10a (Continued)	RI.5.10b (Continued)	RI.5.10c (Continued)	<ul style="list-style-type: none"> <li>• Decode words with consonant blends</li> <li>• Identify words with consonant blends.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Decode words with three-consonant blends.</li> <li>• Build words with three-consonant blends.</li> <li>• Identify words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Decode words with two-consonant blends.</li> <li>• Build words with two-consonant blends.</li> <li>• Identify words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl, cr, cl, tr, dr, etc.)</li> <li>• Decode words with digraphs.</li> <li>• Build words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> <li>• With prompting and support decode and read CVC words within a grade level text.</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Identify words with common phonemic VC word patterns (word families)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> <li>• Name the 5 vowels</li> <li>• Name 21 consonants</li> </ul> <p><b>Phonological Awareness (detailed further in learning progression in Reading Foundations)</b></p> <ul style="list-style-type: none"> <li>• Articulate the 5 short vowel sounds</li> <li>• Break orally given word into phonemes</li> <li>• Break an orally given word into onset/first sound and rime</li> <li>• Break an orally given word into syllables</li> <li>• Actively engage in group reading activities that activate prior knowledge related to previous life experiences.</li> <li>• Actively participate in grade-level/age-appropriate literature activities using adapted materials as needed.</li> <li>• Actively engage in grade-level/age-appropriate literature materials.</li> <li>• Actively engage in group with informational text.</li> </ul>	

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Foundational Skills</i>				
<b>Phonics and Word Recognition</b>				
<p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>RF.5.3a</b> Apply phonics skills and syllable division rules to decode common phonetically regular two- and three-syllable words (e.g., laptop, fantastic, complete). Decode phonetically regular common multi-syllable words.</p>	<p><b>RF.5.3b</b> Apply phonics skills to decode words. Use knowledge of letter-sound correspondence to read unfamiliar words including words with common roots.</p>	<p><b>RF.5.3c</b> Divide given words into syllables visually and/or orally.</p>	<ul style="list-style-type: none"> <li>• recognize that affixes change the meaning of the word</li> <li>• recognize that affixes come at the beginning or ends of words</li> <li>• break up a word into syllables</li> <li>• identifies a syllable</li> <li>• has a foundation in letter-sound knowledge</li> <li>• has a foundation in phonological awareness/phonemic awareness</li> <li>• Actively engage with letters, sounds, and words.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Fluency</b>				
<p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read grade-level text with purpose and understanding.</p> <p><b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>RF.5.4a</b> Independently correct an error through decoding and reread the sentence fluently to support comprehension.</p>	<p><b>RF.5.4b</b> Independently read a sentence and identify when rereading is necessary to gain understanding of where a self-correction is needed.</p>	<p><b>RF.5.4c</b> Fluently read a simple sentence.</p>	<ul style="list-style-type: none"> <li>• recognize when what you've read does not make sense</li> <li>• reads CVC, CCVC, and vowel-consonant-e words</li> <li>• has a foundation in letter-sound knowledge</li> <li>• has a foundation in phonological/phonemic awareness</li> <li>• Actively engage with letters, sounds, and words.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Writing</i>				
<b>Text Types and Purposes</b>				
<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>a.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p><b>b.</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>c.</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p><b>d.</b> Provide a concluding statement or section related to the opinion presented.</p>	<p><b>W.5.1a</b> Compose a paragraph based on an opinion to include a topic sentence, supporting details, and concluding statement using strategies (e.g., templates or graphic organizers).</p>	<p><b>W.5.1b</b> Given a topic sentence, add an opinion sentence and compose a concluding statement related to the opinion using strategies (e.g., templates or graphic organizers).</p>	<p><b>W.5.1c</b> Compose an opinion sentence and use a linking word to support the opinion using strategies (e.g., templates or graphic organizers).</p>	<ul style="list-style-type: none"> <li>• compose a statement of opinion and one supporting detail</li> <li>• compose a statement of an opinion</li> <li>• express an opinion on a topic</li> <li>• express agreement or disagreement to a given opinion</li> <li>• Communicate meaning that can be translated into text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>a.</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.</p> <p><b>b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>c.</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>W.5.2a</b> Using a template that provides an outline for a paragraph, insert sentences that support the topic into each section.</p>	<p><b>W.5.2b</b> Using a template that provides headings, compose a supporting sentence for each section.</p>	<p><b>W.5.2c</b> Write an appropriate heading for a given paragraph.</p>	<ul style="list-style-type: none"> <li>• compose a sentence that conveys information including one concrete fact and using domain specific vocabulary</li> <li>• compose an informative or explanatory sentence</li> <li>• compose a sentence using a sentence frame</li> <li>• Communicate meaning that can be translated into text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>b.</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><b>c.</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><b>d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>e.</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>W.5.3a</b> Compose a narrative that includes sensory details about the character, setting, and events.</p>	<p><b>W.5.3b</b> Compose a narrative using transitional words to organize the sequence of events.</p>	<p><b>W.5.3c</b> Compose imagined narrative including a beginning, middle, and end (e.g., templates or graphic organizers).</p>	<ul style="list-style-type: none"> <li>• compose a story based on a personal experience</li> <li>• identify the beginning, middle, and end of a story</li> <li>• identify an imagined story</li> <li>• identify a personal experience</li> <li>• Communicate meaning that can be translated into text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>W.5.4a</b> Organize sentences on a topic in a logical order, using language appropriate for the topic and audience.	<b>W.5.4b</b> Match writing to the purpose and audience for which it is intended.	<b>W.5.4c</b> Select details that are relevant to a topic.	<ul style="list-style-type: none"> <li>• match or label writing samples to the correlating purpose/ task and audience</li> <li>• communicate about a specific topic</li> <li>• Communicate meaning that can be translated into text.</li> </ul>
<b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>W.5.5a</b> With guidance and support, plan, draft, and edit writing to convey a clear message.	<b>W.5.5b</b> With guidance and support, edit simple sentences to improve their clarity (check spacing, conventions, capitalization, punctuation, spelling, and word choice).	<b>W.5.5c</b> With guidance and support, recognize when the order of picture-supported sentences should be revised.	<ul style="list-style-type: none"> <li>• with guidance and support, recognize when picture-supported sentences should be revised</li> <li>• recognize revision strategies</li> <li>• recognize the difference between revising and editing</li> <li>• recognize the purpose behind revising</li> <li>• Communicate meaning that can be translated into text.</li> </ul>
<b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.	<b>W.5.6a</b> With guidance and support, use technology to compose a paragraph.	<b>W.5.6b</b> With guidance and support, work collaboratively to use information from print or digital sources to generate several sentences about a topic.	<b>W.5.6c</b> With guidance and support, work with others to use information from print or digital sources to generate a simple sentence about a topic.	<ul style="list-style-type: none"> <li>• generate a sentence</li> <li>• interact with a digital source</li> <li>• interact with technology to communicate meaning</li> <li>• Communicate meaning that can be translated into text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Research to Build and Present Knowledge</b>				
<b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>W.5.7a</b> Collect information from multiple sources to present knowledge about several aspects of a topic.	<b>W.5.7b</b> Collect information from one or more sources to present knowledge about a topic.	<b>W.5.7c</b> Select two sources to present knowledge about a topic.	<ul style="list-style-type: none"> <li>• Select a source to present knowledge about a topic</li> <li>• identify a topic of interest</li> <li>• Communicate meaning that can be translated into text.</li> </ul>
<b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	<b>W.5.8a</b> Recall information and select information from sources, and organize it to summarize work on a topic.	<b>W.5.8b</b> Select information from a source to support a topic.	<b>W.5.8c</b> Recall information from personal experiences, print, or digital sources.	<ul style="list-style-type: none"> <li>• recall information from personal experiences</li> <li>• identify a personal experience</li> <li>• identify a source on a given topic</li> <li>• Communicate meaning that can be translated into text</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p><b>b.</b> Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p><b>W.5.9a</b> Gather and categorize information on a topic from grade-level/age-appropriate informational materials to provide a simple analysis of the information.</p>	<p><b>W.5.9b</b> Gather information from grade-level/age-appropriate literary or informational materials to support understanding.</p>	<p><b>W.5.9c</b> Select information from grade-level/age-appropriate literary or informational materials to support understanding.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Use skills developed in standards for literary and informational texts to collect information and evidence for writing.</li> <li>• Select specific text to draw evidence about a specific topic.</li> <li>• Select either literary or informational text based on topic of writing.</li> <li>• Identify a topic for reflection, analysis or research.</li> <li>• Engage with grade-level literary or informational text.</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
<b>Range of Writing</b>					
<p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.5.10a</b> With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.5.10b</b> With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.5.10c</b> With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• Increase experience writing across a range of disciplines over time.</li> <li>• Improve encoding automaticity and accuracy over time from baseline.</li> <li>• Translate thoughts and communications into writing using technology and assistive technology as needed to develop independence.</li> <li>• Encode/spell words during writing using letter/sound knowledge below.</li> <li>• Identify and write Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/.</li> <li>• Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>• Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> <li>• Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> <li>• Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>• Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> <li>• Identify the graphemes -k and -ck as graphemes used at the end of words.</li> <li>• Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>• Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> <li>• Answer wh- questions related to grade-level/age appropriate text for the purpose of writing</li> </ul> <p><b>Encoding</b></p> <ul style="list-style-type: none"> <li>• Break a word into phonemes for the purpose of encoding.</li> <li>• Break a word into onset/first sound and rime for the purpose of encoding.</li> <li>• Break a word into syllables for the purpose of encoding.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>W.5.10</b> (Continued)	<b>W.5.10a</b> (Continued)	<b>W.5.10b</b> (Continued)	<b>W.5.10c</b> (Continued)	<ul style="list-style-type: none"> <li>• Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>• Increase automatic recall of newly learned sound/symbol correspondences for the purposes of encoding and writing.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words: (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>• Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> </ul> <p><b>Encoding</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Build words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> </ul> <ul style="list-style-type: none"> <li>• Build words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.)</li> <li>• Build/encode words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> </ul> <p><b>Phonological Awareness (detailed further in learning progression in Reading Foundations)</b></p> <ul style="list-style-type: none"> <li>• Actively participate in grade-level/ age-appropriate writing activities using adapted materials as needed.</li> <li>• Engage in communication for writing.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Speaking and Listening</i>				
<b>Comprehension and Collaboration</b>				
<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>c.</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><b>d.</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><b>SL.5.1a</b> Engage in discussions with others by asking and answering questions by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turn-taking to share responses, etc.) on grade 5 topics and texts.</p>	<p><b>SL.5.1b</b> Engage in discussions with others by responding to questions asked by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turn-taking to share responses, etc.) on grade 5 topics and texts.</p>	<p><b>SL.5.1c</b> Engage in discussions with others by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, etc.) on grade 5 topics and texts.</p>	<ul style="list-style-type: none"> <li>• Communicate with diverse partners.</li> <li>• Demonstrate rules for discussion (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.)</li> <li>• Identify rules for discussion. (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.)</li> <li>• Participate during 1:1, small group and whole group discussions.</li> <li>• Engage during small group and whole group discussions. (active listening)</li> <li>• Engage with communication partner.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>SL.5.2a</b> Sequence key ideas or supporting details from a text read aloud or information presented in diverse media and formats.	<b>SL.5.2b</b> Identify key details from a text read aloud or information presented in diverse media and formats.	<b>SL.5.2c</b> Identify one key detail from a text read aloud or information presented in diverse media and formats.	<ul style="list-style-type: none"> <li>• Identify an idea from a text read aloud or presented in diverse formats.</li> <li>• Identify the topic of a text read aloud or presented in diverse formats.</li> <li>• Sort ideas that were and were not from text or presentation.</li> <li>• Identify information from text presented orally and visually.</li> <li>• Communicate with others.</li> <li>• Engage as text is read aloud.</li> <li>• Engage during media presentations.</li> </ul>
<b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<b>SL.5.3a</b> Identify key points a speaker makes and support each point with at least one detail.	<b>SL.5.3b</b> Identify the key point of a speaker's presentation.	<b>SL.5.3c</b> Provided the key point, identify a detail presented by the speaker that support the key point.	<ul style="list-style-type: none"> <li>• Identify a speaker's claim/keypoint based on presented details</li> <li>• Identify the topic the speaker addressed.</li> <li>• Identify information presented by a speaker.</li> <li>• Communicate to share information.</li> <li>• Listen to the speaker.</li> <li>• Identify the speaker.</li> <li>• Demonstrate engagement while listening to a speaker.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Presentation of Knowledge and Ideas</b>				
<b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>SL.5.4a</b> Communicate clearly by presenting information about a topic in a logical sequence, providing descriptive details that support the main idea.	<b>SL.5.4b</b> Communicate about a topic in the appropriate sequence and include the main idea and relevant details.	<b>SL.5.4c</b> Communicate about a topic or event in the appropriate sequence using the terms “first” and “then” (e.g., First, we do math, then we do reading.).	<ul style="list-style-type: none"> <li>• communicate information clearly</li> <li>• sequence information on a given topic</li> <li>• identify beginning, middle and end</li> <li>• recognize sequential order</li> <li>• Communicate meaning that can be translated into text.</li> </ul>
<b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<b>SL.5.5a</b> Enhance a presentation with one multimedia component.	<b>SL.5.5b</b> With guidance and support, choose multimedia components to enhance a presentation.	<b>SL.5.5c</b> Identify multi-media components (audio, video, picture, displays, maps, etc.)	<ul style="list-style-type: none"> <li>• Recognize that audio recording or visual displays enhance presentations and extend meaning.</li> <li>• Identify points in a presentation.</li> <li>• Identify/locate maps.</li> <li>• Identify/locate/create an audio recording.</li> <li>• Identify/locate/create visual media, (pictures, video) or display.</li> <li>• Actively engage with audio and visual media.</li> </ul>
<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<b>SL.5.6a</b> Communicate in sentences using formal or informal language that is specific to the purpose or audience.	<b>SL.5.6b</b> Communicate relevant information using informal language in group discussions.	<b>SL.5.6c</b> Communicate with others in group discussions.	<ul style="list-style-type: none"> <li>• communicate information specific to the purpose or audience</li> <li>• identify language appropriate for a task</li> <li>• communicate information</li> <li>• Communicate meaning that can be translated into text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Language</i>				
<b>Conventions of Standard English</b>				
<p><b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p><b>b.</b> Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p><b>c.</b> Use verb tense to convey various times, sequences, states, and conditions.</p> <p><b>d.</b> Recognize and correct inappropriate shifts in verb tense.</p> <p><b>e.</b> Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p><b>L.5.1a</b> Communicate using the conventions of standard English. Use conjunctions, prepositions, and interjections effectively. Use verbs in present and past tense.</p>	<p><b>L.5.1b</b> Communicate using the conventions of standard English in sentences.</p>	<p><b>L.5.1c</b> Communicate using gestures, pictures, words, or AAC.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of basic parts of speech.</li> <li>• Explain how words act as parts of speech to perform specific functions in a sentence (e.g., a noun at the beginning of the sentence tells us what or who the sentence is about).</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• List “conventions of standard English.”</li> <li>• Communicate using words, phrases or sentences during a writing or speaking activity.</li> <li>• Identify an adjective.</li> <li>• Identify a verb.</li> <li>• Identify a noun.</li> <li>• Actively engage during a writing or speaking activity</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Use punctuation to separate items in a series.</p> <p><b>b.</b> Use a comma to separate an introductory element from the rest of the sentence.</p> <p><b>c.</b> Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p><b>d.</b> Use underlining, quotation marks, or italics to indicate titles of works.</p> <p><b>e.</b> Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>L.5.2a</b> Generate age-appropriate sentences in a variety of structures, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CVCC, CCVC).</p>	<p><b>L.5.2b</b> Generate age-appropriate simple sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources.</p>	<p><b>L.5.2c</b> Identify capital letters for familiar names and at the beginning of sentences. Identify appropriate punctuation at the ends of sentences.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Understand the basic punctuation used in a sentence (i.e., commas, periods) and their uses.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Encode/spell common words using phone-grapheme mapping</li> <li>• Identify ending punctuation.</li> <li>• Identify sentences.</li> <li>• Identify proper nouns.</li> <li>• Identify names of people and places..</li> <li>• Identify the beginning of a sentence.</li> <li>• Recognize the difference between capital and lowercase letters.</li> <li>• Name all 26 letters in the alphabet.</li> <li>• Recognize letters vs. numbers.</li> <li>• Actively engage during a writing activity.</li> </ul>


<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Knowledge of Language</b>				
<p><b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>b.</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><b>L.5.3a</b> Use a variety of sentence patterns when speaking or writing; note differences in language used in stories, poems, or plays (e.g., dialects, registers, word choice).</p>	<p><b>L.5.3b</b> Use a variety of sentence patterns when speaking or writing.</p>	<p><b>L.5.3c</b> Use language to share thoughts and feelings with others.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Understand that authors make choices about the style of their writing.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of the effect of sentence types on the story or text.</li> <li>Identify sentence types.</li> <li>Understand that there are differences in the way words are formed and combined to make stories.</li> <li>Communicate through writing.</li> <li>Identify feelings and share them with others using pictures or manipulatives.</li> <li>Understand that people communicate in different ways, depending on their experience with speech, their locale, or their profession.</li> <li>Communicate using speech or other mode.</li> <li>Identify words and/or phrases associated with an idea or topic.</li> <li>Identify an idea.</li> <li>Engage with a communication partner.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Vocabulary Acquisition and Use</b>				
<p><b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>L.5.4a</b> Use context clues or word structure (e.g., common prefixes, re-, un-; inflectional endings -ed, -ing) to determine the meaning of unfamiliar words or phrases.</p>	<p><b>L.5.4b</b> Use sentence or paragraph-level context to determine the meaning of a word in a particular context.</p>	<p><b>L.5.4c</b> Connect a word to its meaning in a particular context.</p>	<ul style="list-style-type: none"> <li>• Select a picture or object that matches a word</li> <li>• Identify unfamiliar words</li> <li>• Use sentences and words around an unfamiliar word to determine the meaning of the unfamiliar word</li> <li>• Break words apart into their smaller parts</li> <li>• Identify the meanings or word associations of word parts</li> <li>• Identify the various reference materials used to determine the meanings of words</li> <li>• Match the meanings with Greek and Latin affixes and roots.</li> <li>• Identify Greek and Latin affixes and roots.</li> <li>• Identify prefixes, suffixes within unknown word.</li> <li>• Identify morphemes within unknown word.</li> <li>• Identify the root word within an unknown word.</li> <li>• Identify syllables within an unknown word.</li> <li>• Recognize onset and rime of an unknown word.</li> <li>• Use skills with ABC order and onset rime skills to access print and digital word specific reference materials.</li> <li>• Recognize alphabetical order.</li> <li>• Actively engage in word study.</li> <li>• Engage in the sharing of grade-level text containing unknown words.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figurative language, including similes and metaphors, in context.</p> <p><b>b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><b>L.5.5a</b> Explain the meanings of common idioms, similes, and metaphors.</p>	<p><b>L.5.5b</b> Identify real-life connections between words and their uses.</p>	<p><b>L.5.5c</b> Identify common synonyms and antonyms.</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding that words have more than the surface meaning.</li> <li>• Use words to compare one thing to another.</li> <li>• Use familiar words to name or describe events, places, foods, or people.</li> <li>• Select a word that is close or the same in meaning to another word.</li> <li>• Recognize that word meaning is not always concrete (e.g. the word “rock” as a noun vs. a verb)</li> <li>• Recognize that some words have opposites (e.g., hot/ cold)</li> <li>• Recognize that some words share the same meaning. (e.g., tired/exhausted)</li> <li>• Recognize words that have meaning.</li> <li>• Actively engage in word study.</li> <li>• Listen to the pronunciation of unknown words.</li> <li>• Engage with unknown words.</li> </ul>
<p><b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><b>L.5.6a</b> Communicate using grade-level/ age appropriate conversational and content-specific words and phrases signaling addition (e.g., in addition, also).</p>	<p><b>L.5.6b</b> Communicate using grade-level/ age-appropriate, content-specific words that signal logically relationships (e.g., unlike, but).</p>	<p><b>L.5.6c</b> Communicate using new content-specific words.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of transition words that signal a shift in the ideas from one part of the sentence to another</li> <li>• Identify grade level/age-appropriate content specific words</li> <li>• List transition words (e.g., however, although, nevertheless, similarly, moreover, in addition).</li> <li>• Describe the purpose of transition words.</li> <li>• Communicate about learning across the curriculum.</li> <li>• Identify grade-level, domain specific, vocabulary.</li> <li>• Actively engage in grade-level learning across the curriculum, including vocabulary study.</li> </ul>

## Grade 6

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
Most Complex  Least Complex				
<i>Reading Standards for Literature</i>				
<b>Key Ideas and Details</b>				
<b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.6.1a</b> Find information in the text that is used to make an inference.	<b>RL.6.1b</b> Find information in the text used to answer literal questions.	<b>RL.6.1c</b> Answer a question about explicit information stated in the text.	<ul style="list-style-type: none"> <li>• Recognize that details found “right there” in the text are explicit/literal.</li> <li>• Recognize that question types such as “where”, “who”, and “what” could indicate information that can be found directly in the text.</li> <li>• Identify given information as part of/not part of the literary text.</li> <li>• Answer questions about the literary text for example who, what, when, where, or why.</li> <li>• Recognize that question types such as “why” or “how” indicate information that needs to be “figured out” by synthesizing details of a story.</li> <li>• Recognize that details/information that needs to be “figured out” or put together could be used to make inferences.</li> <li>• Identify key elements of setting in the literary text.</li> <li>• Identify key events in the literary text.</li> <li>• Identify key characters in the literary text.</li> <li>• Actively engage in answering one or more questions related to literary text.</li> <li>• Actively engage in reading of a literary text.</li> <li>• Locate in the text the answer to who, what where, and when in the literary text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>RL.6.2</b> Analyze literary text development.</p> <p><b>a.</b> Determine a theme of a text and how it is conveyed through particular details.</p> <p><b>b.</b> Incorporate a theme and story details into an objective summary of the text.</p>	<p><b>RL.6.2a</b> Summarize the main events in a story or poem and explain how they support the theme.</p>	<p><b>RL.6.2b</b> Identify the theme or main message in a story or poem and locate details within the text that support it.</p>	<p><b>RL.6.2c</b> Sequence main events in a story (beginning, middle, end).</p>	<ul style="list-style-type: none"> <li>• Identify the main message based on the lesson learned in the literary text.</li> <li>• Identify the lesson learned in the literary text.</li> <li>• Cite the main events of the story in the literary text.</li> <li>• Identify characters and decide if they are main characters or supplemental characters.</li> <li>• Identify the elements (impacts the plot, leads to a the end of the story) of a main event in a literary text.</li> <li>• Identify the main events in a literary text (beginning, middle, end).</li> <li>• Identify that plot is made up of many events.</li> <li>• Identify beginning and end of the literary text.</li> <li>• Identify that events can be ordered to tell/retell an experience.</li> <li>• Identify that a story is made of events.</li> <li>• Actively engage in discussing one or more of the events in a story.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>RL.6.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p><b>RL.6.3a</b> Recount a story's beginning, middle, and end and how a character responds to the events.</p>	<p><b>RL.6.3b</b> Describe the way a character responds to an event in the story or poem.</p>	<p><b>RL.6.3c</b> Describe how a character changes in the story.</p>	<ul style="list-style-type: none"> <li>• Sequence the events and character changes as the plot unfolds in the literary text.</li> <li>• Identify how the event changes/impacts the character in the literary text (e.g. this event makes the character sad).</li> <li>• Identify a problem within a story which would cause a character to act.</li> <li>• Identify what elements of the event in the literary text that caused the character to feel, think, say or act in a certain way.</li> <li>• Identify what the character does, says, feels, and thinks in a specific event of the literary text.</li> <li>• Identify what happens to the character in a given event of in the literary text.</li> <li>• Identify one or more character in the literary text.</li> <li>• Identify one or more event in the literary text.</li> <li>• Actively engage in the retelling of a story.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Craft and Structure</b>				
<p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.</p>	<p><b>RL.6.4a</b> Identify words or phrases that have alternative meanings and explain them.</p>	<p><b>RL.6.4b</b> Identify words or phrases that have literal and symbolic meanings.</p>	<p><b>RL.6.4c</b> Identify words or phrases that suggest the senses.</p>	<ul style="list-style-type: none"> <li>• Given an idiom from a literary text, identify the non-literal meaning</li> <li>• Given word from a literary text, list examples of multiple/ alternative meanings of that word</li> <li>• Match examples of words with their literal or symbolic meaning</li> <li>• Identify context clues that provide literal or symbolic meaning.</li> <li>• Identify symbols (picture or object) to an abstract idea (ie. dove to represent peace, black to represent death) presented in a text</li> <li>• Identify or listen to the text surrounding the unknown word.</li> <li>• Identify different types of context clues (synonym, antonym, definition, for example, word part/morphemes, pictures, word order, topical category association words)</li> <li>• Identify words that may have multiple meanings.</li> <li>• Identify unfamiliar words in a literary text.</li> <li>• Identify a word or phrase within the literary text that is connected to the senses.</li> <li>• Identify a word connected to the senses.</li> <li>• Identify one or more of your senses.</li> <li>• Actively participate by communicating (using any mode) about their senses or feelings.</li> <li>• Actively participate by communicating (using any mode) about their senses or feelings.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p><b>RL.6.5a</b> Identify one component of the structure of a text (chapters, stanzas, scenes, acts, verses) and tell how it is related to the setting, plot, or theme.</p>	<p><b>RL.6.5b</b> Identify the components of the structure of a text (chapters, stanzas, scenes, acts, verses).</p>	<p><b>RL.6.5c</b> Identify one important sentence in the text.</p>	<ul style="list-style-type: none"> <li>• Identify the main message/theme based on the lesson learned in the literary text.</li> <li>• Identify the main message/lesson learned (theme) in the literary text.</li> <li>• Identify sentences/chapters into categories - those that contribute to the setting or plot and those that do not.</li> <li>• Identify sentences or chapters in the literary text that include where and when the story takes place such as the surroundings, environment, and time period.</li> <li>• Identify sentences or chapters in the literary text that include events that happen in the story.</li> <li>• Identify theme of a text.</li> <li>• Identify components of setting in a text.</li> <li>• Identify events of a story.</li> <li>• Locate a chapter in a book, a stanza in a poem or a scene in a play.</li> <li>• Identify a sentence on a page</li> <li>• Actively participate by communicating (using any mode) unknown words or phrases.</li> <li>• Actively engage in reading text that includes the various components of the structure of text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>RL.6.6</b> Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.	<b>RL.6.6a</b> Explain how changing the point of view would change the story.	<b>RL.6.6b</b> Identify the storyteller, and describe his/her role in the story.	<b>RL.6.6c</b> Identify who is telling the story (narrator vs. character).	<ul style="list-style-type: none"> <li>• In a multi-character book identify which character is telling the story</li> <li>• Identify if a given character is telling the story</li> <li>• Identify the type of POV by pronouns used in the literary text (first person = I, second person - you, third person- he, she, they).</li> <li>• Identify who in the literary text is telling the story</li> <li>• Determine if the person reading the story is the narrator.</li> <li>• Identify two or more perspectives during an activity</li> <li>• Actively engage in an activity where there are different points of view.</li> <li>• Actively engage with texts that include a narrator and those without.</li> </ul>
<b>Integration of Knowledge and Ideas</b>				
<b>RL.6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what students “see” and “hear” when reading the text to what they perceive when they listen or watch.	<b>RL.6.7a</b> Describe the similarities and differences between two versions of the same story or poem presented in the same medium (e.g., two text versions of a fable; two video accounts [e.g., Disney & other] of the same folk tale).	<b>RL.6.7b</b> Describe a key similarity or difference between print and multimedia/ live productions of the same story, drama, or poem.	<b>RL.6.7c</b> Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.	<ul style="list-style-type: none"> <li>• Identify the key features of a printed text</li> <li>• Identify words or phrases within a text that evoke an image or feeling.</li> <li>• Identify feelings and thoughts associated with a presented image in video or live versions of text.</li> <li>• Identify the key features of multimedia/live productions of a text</li> <li>• Actively engage in the experience of reading a text.</li> <li>• Actively engage in the experience of viewing (audio, view, or live version) of a text.</li> </ul>
<b>RL.6.8</b> (Not applicable to literature)				

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>RL.6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<b>RL.6.9a</b> Compare the characters and events in two texts about the same theme (e.g., fantasy and historical fiction).	<b>RL.6.9b</b> Describe similar characters and events from two different genres.	<b>RL.6.9c</b> Identify similar characters and events from two different genres.	<ul style="list-style-type: none"> <li>• Identify differences between the two texts</li> <li>• Identify similarities between the two texts</li> <li>• Actively engage in a discussion about each text</li> <li>• Identify the characters in each text</li> <li>• Identify the theme or topic of each text.</li> <li>• Actively engage in the sharing of two related texts</li> </ul>
<b><i>Range of Reading and Level of Text Complexity</i></b>				



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>	
<p><b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</p>	<p><b>RL.6.10a</b> Read supported grade-level/age-appropriate adapted literature materials.</p>	<p><b>RL.6.10b</b> Participate in or read supported grade-level/age-appropriate, adapted literature materials.</p>	<p><b>RL.6.10c</b> Actively engage in supported grade-level/age-appropriate, adapted literature materials.</p>	<p><b>Text Connections</b></p> <ul style="list-style-type: none"> <li>• Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection.</li> <li>• With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences.</li> <li>• While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded.</li> <li>• Actively engage in group reading activities that activate text-to-text comparisons, and connections.</li> <li>• Actively engage in group reading activities that activate text-to-self connections.</li> <li>• Select texts related to prior experiences.</li> <li>• Communicate about prior experiences related to the text.</li> </ul> <p><b>Between b and c:</b> <b>Read &amp; Comprehend - grade level text</b></p> <ul style="list-style-type: none"> <li>• Answer wh- questions related to grade-level/age appropriate poems and stories.</li> <li>• Decode and read simple poems and stories.</li> <li>• Engage with text types including poetry and stories.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/.</li> <li>• Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>• Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> <li>• Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> <li>• Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>• Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> <li>• Identify the graphemes -k and -ck as graphemes used at the end of words.</li> <li>• Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>• Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> <li>• Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>• Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading.</li> <li>• With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>• Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
RL.6.10 (Continued)	RL.6.10a (Continued)	RL.6.10b (Continued)	RL.6.10c (Continued)	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words)</li> <li>• Decode words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch)</li> <li>• Decode words with consonant blends</li> <li>• Identify words with consonant blends.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Decode words with three-consonant blends.</li> <li>• Build words with three-consonant blends.</li> <li>• Identify words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Decode words with two-consonant blends.</li> <li>• Build words with two-consonant blends.</li> <li>• Identify words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, sl, sr, sl, cr, cl, tr, dr, etc.)</li> <li>• Decode words with digraphs.</li> <li>• Build words with digraphs.</li> </ul>	

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Reading Standards for Informational Text</i>				
<b>Key Ideas and Details</b>				
<p><b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RI.6.1a</b> Find information in the text that is used to make an inference.</p>	<p><b>RI.6.1b</b> Locate details in the text to answer literal questions about the text.</p>	<p><b>RI.6.1c</b> Answer literal questions about the text.</p>	<ul style="list-style-type: none"> <li>• Identify the events in each text located in the text the answer to literal questions in the informational text.</li> <li>• Identify given information as part of/not part of the informational text.</li> <li>• Answer literal questions about the informational text.</li> <li>• Identify key information in the informational text.</li> <li>• Actively engage in answering one or more questions related to the informational text.</li> <li>• Engage with informational text.</li> </ul>
<p><b>RI.6.2</b> Analyze informational text development.</p> <p><b>a.</b> Determine a central idea of a text and how it is conveyed through particular details.</p> <p><b>b.</b> Provide an objective summary of the text that includes the central idea and relevant details.</p>	<p><b>RI.6.2a</b> Summarize text by outlining the sequence of key details for each main idea.</p>	<p><b>RI.6.2b</b> Identify main ideas and connect them to relevant details in story order.</p>	<p><b>RI.6.2c</b> Identify the main idea of a text.</p>	<ul style="list-style-type: none"> <li>• Review all topics within each subheading and generate a central/main idea that all of the topics represent within the informational text.</li> <li>• Extract topic of focus per paragraph within the informational text.</li> <li>• Identify the subheadings within the text.</li> <li>• Identify the title within the informational text.</li> <li>• Identify the subheadings of the informational text.</li> <li>• Identify characteristics of informational text (e.g., title, subheading, etc.).</li> <li>• Actively engage with representations of the central/main idea presented within informational text.</li> <li>• Actively engage with informational text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>RI.6.3a</b> Describe how individuals, ideas, and events are introduced and illustrated.</p>	<p><b>RI.6.3b</b> Identify how individuals, ideas, and events are introduced and illustrated.</p>	<p><b>RI.6.3c</b> Identify individual, ideas, or events described in informational text.</p>	<p><b>Between complexity a and b:</b></p> <ul style="list-style-type: none"> <li>• Relating individuals, events, or ideas to personal experiences</li> </ul> <p><b>Between complexity b and c:</b></p> <ul style="list-style-type: none"> <li>• Pair individuals, events and/or ideas with details from the text.</li> <li>• Identify an idea within the text.</li> <li>• Identify an idea as a thought, plan, design, proposal, suggestion, vision, intention, purpose, objective, goal, target, point, and/or motive.</li> <li>• Identify an event within the text.</li> <li>• Identify an event as a happening in the text.</li> <li>• Identify an individual within the text.</li> <li>• Connect the term individual with a person.</li> <li>• Recognize that informational text contains factual information. (real people, events and ideas).</li> <li>• Actively engage with representations of the individuals, events or ideas presented within informational text.</li> <li>• Actively engage with informational text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Craft and Structure</b>				
<p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>See RL.6.4.</p>	<p><b>RI.6.4a</b> Explain the meaning of words or phrases as they are used in a text, including technical or connotative meanings.</p>	<p><b>RI.6.4b</b> Identify words that evoke feelings or emotion.</p>	<p><b>RI.6.4c</b> Match pictures or objects to words or phrases based on how they are used in a text.</p>	<p><b>Between complexity a and b:</b></p> <ul style="list-style-type: none"> <li>Identify examples of figurative, connotative, and/or technical language within the text.</li> </ul> <p><b>Between complexity b and c:</b></p> <ul style="list-style-type: none"> <li>Identify words that describe a personal feeling or emotion.</li> <li>Identify technical language as words related to a specific subject or trade.</li> <li>Identify connotative language as an idea or feeling that a word invokes in addition to its literal or primary meaning. (e.g. synonyms, hidden meaning, association)</li> <li>Identify figurative language as metaphorical, nonliteral, and/or symbolic.</li> <li>Identify that information text contains figurative, connotative and technical language.</li> <li>Recognize that spoken and written language conveys meaning.</li> <li>Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words in a text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>See RL.6.5 but substitute “development of ideas” for “setting, theme, or plot.”</p>	<p><b>RI.6.5a</b> Explain how a particular sentence, paragraph, or chapter contributes to the overall meaning of the text.</p>	<p><b>RI.6.5b</b> Identify a sentence or paragraph that explains or supports a specific key idea in the text.</p>	<p><b>RI.6.5c</b> Identify the main idea of a paragraph or chapter.</p> <p>Match a sentence to the appropriate paragraph or chapter in the text.</p>	<p><b>Between complexity a and b:</b></p> <ul style="list-style-type: none"> <li>Identify that information is organized in a specific structure to organize information and convey meaning.</li> </ul> <p><b>Between complexity b and c:</b></p> <ul style="list-style-type: none"> <li>Identify that paragraphs convey a main idea through a topic sentence and supporting details.</li> <li>Locate a chapter and section within in an informational text.</li> <li>Locate a sentence and paragraph within in an informational text.</li> <li>Identify that paragraphs contribute to the development of ideas within a chapter or section.</li> <li>Identify a paragraph as part of a chapter and/or section.</li> <li>Identify that sentences contribute to the development of ideas within a paragraph.</li> <li>Identify a sentence as part of a paragraph.</li> <li>Identify the characteristics of a sentence, chapter, paragraph, and/or section.</li> <li>Actively engage with sentences, paragraphs and chapters or sections from informational text.</li> </ul>
<p><b>RI.6.6</b> Determine an author’s perspective or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>RI.6.6a</b> Explain how details in the text support the author’s perspective.</p>	<p><b>RI.6.6b</b> Identify details that show the author’s purpose of the text.</p>	<p><b>RI.6.6c</b> Identify the purpose of a text.</p>	<ul style="list-style-type: none"> <li>Identify characteristics of informational text that contribute to the purpose of the text. (i.e. Table of contents, research, citations, etc.)</li> <li>Identify a topic within a text</li> <li>Identify that text carries meaning/has a purpose.</li> <li>Identify that an author writes the text.</li> <li>Actively engage with images or objects that showcase the perspective of a given text.</li> <li>Actively engage with informational text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>Integration of Knowledge and Ideas</b>				
<p><b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p><b>RI.6.7a</b> Integrate information from two formats to demonstrate an understanding of the topic.</p>	<p><b>RI.6.7b</b> Combine information from two formats that are about the same or similar topic.</p>	<p><b>RI.6.7c</b> Identify information from two formats that are about the same or similar topic (text, map, chart, table, graph, etc.).</p>	<ul style="list-style-type: none"> <li>• Identify features of print text.</li> <li>• Identify features of multimedia productions.</li> <li>• Explain what is seen and heard when experiencing a non-printed text.</li> <li>• Identify the topics in a text.</li> <li>• Describe how two versions of a text are similar and different.</li> <li>• Actively engage in the reading and/or viewing of a text.</li> </ul>
<p><b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.</p>	<p><b>RI.6.8a</b> Identify a stated or implied opinion in a text and determine whether the support provided is relevant.</p>	<p><b>RI.6.8b</b> Identify an author's opinion or claim in a text.</p>	<p><b>RI.6.8c</b> Recognize an opinion or stance stated in a text.</p>	<ul style="list-style-type: none"> <li>• Recognize that a claim that is supported by evidence is not always relevant to the author's argument.</li> <li>• Distinguish the characteristics of an argumentative text from other text types.</li> <li>• Define evidence.</li> <li>• Recognize that some texts contain authors' opinions or claims about various topics.</li> <li>• Define opinion.</li> <li>• Define claim.</li> <li>• Actively engage in the reading of an argumentative text.</li> </ul>
<p><b>RI.6.9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by a person and a biography written about the same person).</p>	<p><b>RI.6.9a</b> Explain similarities or differences in information about the same topic in two different sources (materials should address grade-appropriate topics).</p>	<p><b>RI.6.9b</b> Identify information about the same topic in two different sources (materials should address grade-appropriate topics).</p>	<p><b>RI.6.9c</b> Recognize the same topic when presented in two different forms (e.g., biography, textbook description of events about the same person; materials should address grade-appropriate topics).</p>	<ul style="list-style-type: none"> <li>• Identify similarities between two texts.</li> <li>• Identify differences between two texts.</li> <li>• Define compare.</li> <li>• Define contrast.</li> <li>• Identify the topic of a text.</li> <li>• Recognize when the text topic is similar to the topic of another text.</li> <li>• Actively engage in the sharing of two texts on the same or similar topics.</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
<b>Range of Reading and Level of Text Complexity</b>					
<p><b>RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>RI.6.10a</b> Read supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.</p>	<p><b>RI.6.10b</b> Read or participate in supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.</p>	<p><b>RI.6.10c</b> Actively engage in supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.</p>	<p><b>Read &amp; Comprehend - grade level text</b></p> <ul style="list-style-type: none"> <li>• Answer wh- questions related to grade-level/age appropriate literary nonfiction</li> <li>• Decode and read simple literary nonfiction.</li> <li>• Engage with text types including informational texts such as history/social studies, science, and technical texts.</li> </ul> <p><b>Between b and c:</b></p> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/.</li> <li>• Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>• Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> <li>• Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> <li>• Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> <li>• Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>• Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> <li>• Identify the graphemes -k and -ck as graphemes used at the end of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>• Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> <li>• Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> <li>• Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading.</li> <li>• With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>• Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words)</li> <li>• Decode words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch)</li> </ul>



Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
RI.6.10 (Continued)	RI.6.10a (Continued)	RI.6.10b (Continued)	RI.6.10c (Continued)	<ul style="list-style-type: none"> <li>• Decode words with consonant blends</li> <li>• Identify words with consonant blends.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• With prompting and support decode and read CCVC words within a grade-level decodable text.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Decode words with three-consonant blends.</li> <li>• Build words with three-consonant blends.</li> <li>• Identify words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Decode words with two-consonant blends.</li> <li>• Build words with two-consonant blends.</li> <li>• Identify words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl, cr, cl, tr, dr, etc.)</li> <li>• Decode words with digraphs.</li> <li>• Build words with digraphs.</li> <li>• Identify words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> <li>• With prompting and support decode and read CVC words within a grade level text.</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Identify words with common phonemic VC word patterns (word families)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> <li>• Name the 5 vowels</li> <li>• Name 21 consonants</li> </ul> <p><b>Phonological Awareness (detailed further in learning progression in Reading Foundations)</b></p> <ul style="list-style-type: none"> <li>• Articulate the 5 short vowel sounds</li> <li>• Break orally given word into phonemes</li> <li>• Break an orally given word into onset/first sound and rime</li> <li>• Break an orally given word into syllables</li> <li>• Actively engage in group reading activities that activate prior knowledge related to previous life experiences.</li> <li>• Actively participate in grade-level/ age-appropriate literature activities using adapted materials as needed.</li> <li>• Actively engage in grade-level/ age-appropriate literature materials.</li> <li>• Actively engage in group lesson using informational text.</li> </ul>	

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Writing</i>				
<b>Text Types and Purposes</b>				
<p><b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>a.</b> Establish a thesis statement to present an argument.</p> <p><b>b.</b> Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><b>c.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><b>d.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><b>e.</b> Establish and maintain a formal style.</p> <p><b>f.</b> Provide a concluding statement or section that follows from the argument presented.</p>	<p><b>W.6.1a</b> Introduce a topic, express an opinion on it, and organize relevant details to support the position, using two or more sentences.</p>	<p><b>W.6.1b</b> Answer a question that requires an opinion or position and create a sentence that captures the justification for it.</p>	<p><b>W.6.1c</b> Express an opinion on a topic and provide a supporting detail.</p>	<ul style="list-style-type: none"> <li>• Distinguish the differences between formal and informal style.</li> <li>• Determine when a piece of writing calls for a formal tone.</li> <li>• Recognize that writing has a structure, depending on the text type.</li> <li>• Define thesis statement.</li> <li>• Define claim.</li> <li>• Understand the difference between fact and opinion.</li> <li>• Recognize the topics/main opinions in a text.</li> <li>• Share in matching evidence to claims or topics in a text.</li> <li>• Actively engage with the sharing of opinions on a topic</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a.</b> Establish a thesis statement to present information.</p> <p><b>b.</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p> <p><b>c.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>d.</b> Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p><b>e.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>f.</b> Establish and maintain a formal style.</p> <p><b>g.</b> Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>W.6.2a</b> Introduce a topic, and provide logically organized supporting details and a concluding statement</p> <p>For example:</p> <p>Topic _____</p> <p>Intro. Sent. _____</p> <p>Fact 1 _____</p> <p>Fact 2 _____</p> <p>Fact 3 _____</p> <p>Fact 4 _____</p> <p>Conclusion _____</p>	<p><b>W.6.2b</b> Introduce a topic and generate more than one factual sentence about it.</p>	<p><b>W.6.2c</b> Select a picture that matches a specific topic.</p>	<ul style="list-style-type: none"> <li>• Define thesis statement.</li> <li>• Define claim.</li> <li>• Recognize the various ways to organize ideas and structure writing to express opinions and claims.</li> <li>• Determine when a piece of writing calls for a formal tone.</li> <li>• Decide when additional information must be provided to support the facts presented.</li> <li>• Distinguish the difference between fact and opinion.</li> <li>• Actively engage with the sharing of facts on a topic.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>a.</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>b.</b> Use narrative techniques—such as dialogue, pacing, and description—to develop experiences, events, and/or characters.</p> <p><b>c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>e.</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>W.6.3a</b> Relate a personal experience or tell a story that includes descriptions of settings and characters, and a logical sequence of events with a conclusion using a graphic organizer or story map (e.g., concluding event or falling action).</p>	<p><b>W.6.3b</b> Relate a personal experience or tell a story that includes a setting, characters, and a logical sequence of events using a graphic organizer or story map.</p>	<p><b>W.6.3c</b> Relate a personal experience using pictures, words, and/or sentences. Include a beginning, middle, and end using a graphic organizer or story map.</p>	<ul style="list-style-type: none"> <li>• Recognize that stories must be told in a logical order</li> <li>• If provided a list of transition words and phrases, use them to create a flow from one idea or paragraph to the next.</li> <li>• Recognize the characteristics of dialogue.</li> <li>• Define dialogue.</li> <li>• Recognize the components of a story map.</li> <li>• Define characters.</li> <li>• Define events or plot.</li> <li>• Define setting.</li> <li>• Actively engage in personal storytelling.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Production and Distribution of Writing</b>				
<p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>W.6.4a</b> Identify formal and informal writing tasks and select language appropriate for each task.</p>	<p><b>W.6.4b</b> Compose one or more sentences on a selected topic.</p>	<p><b>W.6.4c</b> Select a topic and recognize details that are relevant to it.</p>	<ul style="list-style-type: none"> <li>• Distinguish between language used for each writing style (persuasive, informative, and narrative).</li> <li>• Identify the types of language used in persuasive, informative, and narrative writing.</li> <li>• Develop an outline to demonstrate organization of writing.</li> <li>• Identify how to construct an outline (e.g., Intro, thesis, topic sentences, etc.).</li> <li>• Actively engage with texts with various purposes.</li> </ul>
<p><b>W.6.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>W.6.5a</b> With some guidance and support, plan, draft, and edit writing (use rubrics or checklists) to convey a clear message.</p>	<p><b>W.6.5b</b> With some guidance and support, edit simple sentences to improve their clarity (e.g., check for spacing, conventions, capitalization, punctuation, spelling, word choice).</p>	<p><b>W.6.5c</b> With guidance and support, determine whether the order of words within a sentence should be revised.</p>	<ul style="list-style-type: none"> <li>• Identify various styles in multiple texts.</li> <li>• Define style as demonstrated in various types of writing (persuasive, informative, and narrative).</li> <li>• Revise sentences to clarify the meaning of writing task.</li> <li>• Distinguish sentences that are clear in meaning--according to the task.</li> <li>• Edit paragraphs for conventions.</li> <li>• Edit sentences with errors in capitalization and end punctuation.</li> <li>• Identify the rules for capitalization.</li> <li>• Identify the rules for ending punctuation.</li> <li>• Actively engage in sharing texts with and without errors in conventions.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.</p>	<p><b>W.6.6a</b> Independently use digital tools to generate two or more paragraphs about a topic.</p>	<p><b>W.6.6b</b> With guidance and support, work collaboratively using digital tools to generate several sentences about a topic (digital tools may include AAC device, sentence building software, digital picture selection, keyboard).</p>	<p><b>W.6.6c</b> With guidance and support, work collaboratively using digital tools to generate a simple sentence about a topic (digital tools may include AAC device, sentence building software, digital picture selection, keyboard).</p>	<ul style="list-style-type: none"> <li>• Identify text features of print</li> <li>• Determine which technology can assist with composing writing.</li> <li>• Use digital tools to interact and collaborate.</li> <li>• Use technology to communicate meaning</li> <li>• Identify digital tools.</li> <li>• Communicate meaning that can be translated into text.</li> <li>• Actively engage in shared writing experiences using assistive technology.</li> </ul>
<b>Research to Build and Present Knowledge</b>				
<p><b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>W.6.7a</b> Identify information relevant to a research topic from two or more sources.</p>	<p><b>W.6.7b</b> Identify questions for research on a given topic.</p>	<p><b>W.6.7c</b> Participate in group writing and research projects.</p>	<ul style="list-style-type: none"> <li>• Distinguish relevant sources from irrelevant sources.</li> <li>• Determine what constitutes a relevant source.</li> <li>• Identify how to cite sources.</li> <li>• Determine the types of questions that require research.</li> <li>• Actively engage in selecting topics for research.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><b>W.6.8a</b> Select information from several sources and organize it to expand knowledge on a topic.</p>	<p><b>W.6.8b</b> Select information from a source to support a position or summarize a position about a topic.</p>	<p><b>W.6.8c</b> Search for information from print and digital resources using key words, phrases, or questions.</p>	<ul style="list-style-type: none"> <li>• Distinguish relevant sources from irrelevant sources.</li> <li>• Identify how to cite sources.</li> <li>• Identify the research process.</li> <li>• Identify how to organize research.</li> <li>• Distinguish key ideas from irrelevant ideas within a source.</li> <li>• Actively engage in shared review of sources on a chosen topic.</li> </ul>
<p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply grade 6 reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p><b>b.</b> Apply grade 6 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p><b>W.6.9a</b> Select information from several relevant and reliable sources and organize it to expand knowledge.</p>	<p><b>W.6.9b</b> Select information from relevant and reliable sources to support a position or summarize information.</p>	<p><b>W.6.9c</b> Read information from both literary and informational texts about the same topic.</p>	<ul style="list-style-type: none"> <li>• Determine evidence that will support the claims in a text.</li> <li>• Identify a claim.</li> <li>• Determine skills acquired in the reading literature, reading information text.</li> <li>• Actively explore fiction and nonfiction sources on a topic for writing.</li> </ul>

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
<b>Range of Writing</b>					
<p><b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.6.10a</b> Write routinely for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.6.10b</b> Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.6.10c</b> Participate in routine and varied writing activities.</p>	<ul style="list-style-type: none"> <li>• Increase experience writing across a range of disciplines over time.</li> <li>• Improve encoding automaticity and accuracy over time from baseline.</li> <li>• Translate thoughts and communications into writing using technology and assistive technology as needed to develop independence.</li> <li>• Encode/spell words during writing using letter/sound knowledge below.</li> <li>• Identify and write Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/.</li> <li>• Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns.</li> <li>• Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr.</li> <li>• Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns.</li> <li>• Identify the trigraphs -shr and -thr as blended phonemes used in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings.</li> <li>• Identify the graphemes -ge and -dge as graphemes used at the end of words.</li> <li>• Identify the graphemes -k and -ck as graphemes used at the end of words.</li> <li>• Identify words containing the phonemes /j/ and /g/ represented by grapheme g.</li> <li>• Identify words containing the phonemes /c/ and /s/ represented by grapheme c.</li> <li>• Answer wh- questions related to grade-level/age appropriate text for the purpose of writing</li> </ul> <p><b>Encoding</b></p> <ul style="list-style-type: none"> <li>• Break a word into phonemes for the purpose of encoding.</li> <li>• Break a word into onset/first sound and rime for the purpose of encoding.</li> <li>• Break a word into syllables for the purpose of encoding.</li> <li>• Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year.</li> </ul>



Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>	
W.6.10 (Continued)	W.6.10a (Continued)	W.6.10b (Continued)	W.6.10c (Continued)	<ul style="list-style-type: none"> <li>• Increase automatic recall of newly learned sound/symbol correspondences for the purposes of encoding and writing.</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC)</li> <li>• Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ &amp; c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends &amp; trigraphs)</li> </ul> <p><b>Encoding</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa)</li> <li>• Build words with three-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr)</li> <li>• Build words with two-consonant blends.</li> <li>• Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, sl, lp, sr, sl,cr, cl, tr, dr, etc.)</li> </ul> <ul style="list-style-type: none"> <li>• Build/encode words with digraphs.</li> <li>• Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words)</li> <li>• Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words</li> <li>• Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x)</li> </ul> <p><b>Phonological Awareness (detailed further in learning progression in Reading Foundations)</b></p> <ul style="list-style-type: none"> <li>• Actively participate in grade-level/ age-appropriate writing activities using adapted materials as needed.</li> <li>• Engage in communication for writing.</li> <li>• Actively participate in shared writing.</li> </ul>	

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Speaking and Listening</b>					
<b>Comprehension and Collaboration</b>					
<p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>c.</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><b>d.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>SL.6.1a</b> Ask questions relevant to specific parts of the topic under discussion; share one idea.</p>	<p><b>SL.6.1b</b> Actively listen to others and respond to their questions.</p>	<p><b>SL.6.1c</b> Actively listen to one other person and respond to questions (use body language and gestures as signs of agreeing or disagreeing with the discussion).</p>	<ul style="list-style-type: none"> <li>• Demonstrate body language that indicates agreement.</li> <li>• Demonstrate body language that indicates disagreement with an idea.</li> <li>• Employ active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.)</li> <li>• Distinguish key ideas from irrelevant ideas within a text.</li> <li>• Actively engage in verbal and/or nonverbal communication with peers.</li> </ul>	

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>SL.6.2a</b> Identify the main points of a presentation and show how the points support the main idea or topic.</p>	<p><b>SL.6.2b</b> Identify key details in a presentation and relate them to the main idea or claim.</p>	<p><b>SL.6.2c</b> Identify the main idea from presentations in various media.</p>	<ul style="list-style-type: none"> <li>• Discuss the meaning/purpose of the graphics.</li> <li>• Discuss how the graphic connects with the learner (e.g., how does it influence the learner?).</li> <li>• Discuss the significance of the graphic/manipulative</li> <li>• Distinguish key ideas from irrelevant ideas within a text.</li> <li>• Examine the various purposes of a presentation.</li> <li>• Examine the visual graphics used.</li> <li>• Actively engage in shared discussion using graphics and manipulative to make choices.</li> </ul>
<p><b>SL.6.3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>SL.6.3a</b> Identify a speaker's argument or claim and note the evidence provided to support the position.</p>	<p><b>SL.6.3b</b> Identify a speaker's position on a topic by citing key details that were included.</p>	<p><b>SL.6.3c</b> Identify a speaker's position on a topic.</p>	<ul style="list-style-type: none"> <li>• Identify perspective.</li> <li>• Identify the speaker.</li> <li>• Identify why the speaker is important.</li> <li>• Identify details in a text.</li> <li>• Distinguish main points versus details.</li> <li>• Actively engage in a guided discussion about the main points of a text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Presentation of Knowledge and Ideas</b>				
<p><b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>SL.6.4a</b> Present information in a clear, coherent message, using appropriate social conventions (e.g., eye contact, appropriate volume, expression, articulation).</p>	<p><b>SL.6.4b</b> Communicate a coherent message using facts and details; apply appropriate social conventions (e.g., eye contact, appropriate volume).</p>	<p><b>SL.6.4c</b> Communicate a claim or position to at least one other person.</p>	<ul style="list-style-type: none"> <li>• Recognize that texts have overarching concepts that can be communicated.</li> <li>• When given a series of events, put them in logical order, following the timeline within the “story”</li> <li>• Examine the importance of details in a text. Why is it important?</li> <li>• Examine purpose in a text/ presentation</li> <li>• Recognize verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.,).</li> <li>• Employ active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker’s point, etc.,).</li> <li>• Distinguish the difference between facts and opinions.</li> <li>• Actively engage with various reading materials on a topic.</li> </ul>
<p><b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>SL.6.5a</b> Independently include one or more multimedia components to a presentation.</p>	<p><b>SL.6.5b</b> Identify the multimedia components (audio, video, pictures, displays, maps, etc.) used in a presentation.</p>	<p><b>SL.6.5c</b> Identify multimedia components (audio, video, pictures, displays, maps, etc.).</p>	<ul style="list-style-type: none"> <li>• Examine the importance of multimedia in presentation.</li> <li>• Examine the many components of multimedia (e.g., text, audio, visual, or interactive).</li> <li>• Recognize how assistive technology interacts with digital media.</li> <li>• Employ assistive technology appropriately to create digital media.</li> <li>• Compare the different impacts various multimedia may have on presentations. (e.g., why a presentation should use audio rather than print).</li> <li>• Actively engage in various formats on a chosen topic.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SL.6.6a</b> Communicate using formal English when a situation (e.g., classroom, office) warrants it.	<b>SL.6.6b</b> Identify the settings/ situations in which informal language is acceptable.	<b>SL.6.6c</b> Identify samples of speech that are appropriate in formal or informal situations.	<ul style="list-style-type: none"> <li>• Employ active listening skills.</li> <li>• Examine examples of active listening.</li> <li>• Discuss the difference between communication in informal and formal settings.</li> <li>• Actively engage (using any mode) in discussion with peers.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Language</i>				
<b>Conventions of Standard English</b>				
<p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p><b>b.</b> Use intensive pronouns (e.g., myself, ourselves).</p> <p><b>c.</b> Recognize and correct inappropriate shifts in pronoun number and person.</p> <p><b>d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p><b>e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p><b>L.6.1a</b> Demonstrate the conventions of grammar when writing or speaking, including the correct use of pronouns.</p>	<p><b>L.6.1b</b> Communicate using the conventions of standard English grammar, including Nouns, pronouns</p>	<p><b>L.6.1c</b> Communicate using gestures, pictures, phrases, or other tools.</p>	<ul style="list-style-type: none"> <li>• Recognize a basic understanding of parts of speech.</li> </ul> <p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of basic parts of speech.</li> <li>• Explain how words act as parts of speech to perform specific functions in a sentence (e.g., a noun at the beginning of the sentence tells us what or who the sentence is about).</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• List “conventions of standard English.”</li> <li>• Communicate using words, phrases or sentences during a writing or speaking activity.</li> <li>• Identify an adjective.</li> <li>• Identify a verb.</li> <li>• Identify a noun.</li> <li>• Actively engage in communication using gestures, objects, pictures or AAC.</li> <li>• Actively engage during a writing or speaking activity</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>b.</b> Spell words correctly.</p>	<p><b>L.6.2a</b> Generate compound or complex sentences, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC).</p>	<p><b>L.6.2b</b> Generate simple and compound sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources.</p>	<p><b>L.6.2c</b> Identify capital letters for familiar names and at the beginning of sentences. Identify appropriate punctuation at the ends of sentences.</p>	<p><b>Between general standard and a:</b></p> <ul style="list-style-type: none"> <li>Given choices, identify period, comma, parentheses, and dashes.</li> </ul> <p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Identify the function of commas.</li> <li>Understand the basic punctuation used in a sentence (i.e., commas, periods) and their uses.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Encode/spell common words using phone-grapheme mapping.</li> <li>Identify ending punctuation.</li> <li>Identify sentences.</li> <li>Identify proper nouns.</li> <li>Identify names of people and places..</li> <li>Identify the beginning of a sentence.</li> <li>Recognize the difference between capital and lowercase letters.</li> <li>Name all 26 letters in the alphabet.</li> <li>Recognize letters vs. numbers.</li> <li>Actively engage during a writing activity.</li> </ul>


<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Knowledge of Language</b>				
<p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Vary sentence patterns for meaning, reader/ listener interest, and style.</p> <p><b>b.</b> Maintain consistency in style and tone.</p>	<p><b>L.6.3a</b> Use a variety of sentence patterns when speaking or writing; be consistent in the style of speaking or writing throughout the presentation or composition.</p>	<p><b>L.6.3b</b> Use a variety of sentence patterns when speaking or writing.</p>	<p><b>L.6.3c</b> Communicate a message that expresses a complete thought (e.g., wants and needs in student's preferred mode of communication).</p>	<ul style="list-style-type: none"> <li>• Define writing style.</li> <li>• Define tone, or the attitude the writer or speaker has when communicating their message.</li> <li>• Recognize that the writer has some control over how the reader responds and feels when reading a piece of writing or listening to a speaker.</li> <li>• Demonstrate a basic knowledge of sentence structures.</li> <li>• Demonstrate a basic knowledge of the use of phrases, clauses, and other sentence organizational elements (e.g., active vs. passive voice, inverted sentences).</li> <li>• Recognize how sentence types aide in fluency or create emphasis.</li> <li>• Actively engage (through any mode of communication) in a conversation with one participant.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Vocabulary Acquisition and Use</b>				
<p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p><b>c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.</p> <p><b>d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>L.6.4a</b> Use context clues, word structure, or reference materials to determine the meaning of unfamiliar words or phrases.</p>	<p><b>L.6.4b</b> Use sentence or paragraph-level context to determine the meaning of a word in a particular context; apply understanding of common affixes (e.g., un , re-, -ed, -es, ing) to determine word meaning.</p>	<p><b>L.6.4c</b> Determine the meaning of a word using context clues, including graphics and/or word root and common morphemes.</p>	<ul style="list-style-type: none"> <li>• Connect a word or picture to its correct meaning.</li> <li>• Connect the meaning of a word to its sentence or paragraph level context.</li> <li>• Demonstrate a basic understanding of word denotation (dictionary definition).</li> <li>• Match affixes to appropriate roots to form words.</li> <li>• Demonstrate knowledge of how to use a dictionary to find words.</li> <li>• Label the parts of a dictionary definition.</li> <li>• Determine which connotation is appropriate to use in a sentence base on the context.</li> <li>• Recognize that words can be broken down into smaller parts called roots and affixes.</li> <li>• Recognize how roots and affixes work to form words that have various meanings.</li> <li>• Actively engage with objects, tactile, graphics, or other sensory experiences to better understand the meaning of words.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., personification) in context.</p> <p><b>b.</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).</p>	<p><b>L.6.5a</b> Explain the meaning of figures of speech; explain the different connotations of words that address a similar concept (e.g., irritated vs. angry).</p>	<p><b>L.6.5b</b> Identify the relationship between words and phrases such part-whole, cause/effect.</p>	<p><b>L.6.5c</b> Identify connections between words and their uses.</p>	<ul style="list-style-type: none"> <li>• Demonstrates a foundation in denotation (dictionary definition) and connotation (alternate meanings based on feelings associated with a word).</li> </ul> <p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify when a word or phrase is being used in a non-literal way. (figure of speech, idiom)</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Recognize words that share meaning.</li> <li>• Recognize conceptual differences (e.g., hot/cold)</li> <li>• Match words that are related in some way (e.g., cause/effect, part/whole, item/category)</li> <li>• Match words with their literal and alternate meanings.</li> <li>• Recognize that word meaning is not always concrete (e.g. the word “rock” as a noun vs. a verb)</li> <li>• Choose words to clarify meaning.</li> <li>• Communicate by connecting words to convey meaning.</li> </ul>
<p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>L.6.6a</b> Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing.</p>	<p><b>L.6.6b</b> Use grade-level, age-appropriate academic and content-specific words and phrases in conversations.</p>	<p><b>L.6.6c</b> Communicate using grade-level words and phrases acquired through interactions with others.</p>	<ul style="list-style-type: none"> <li>• Choose appropriate domain-specific words from a word bank for writing or speaking during a learning activity.</li> <li>• Identify grade-level academic words</li> <li>• Identify domain-specific words</li> <li>• Actively engage in the reading of various content-area texts.</li> </ul>

## Grade 7

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>
Most Complex  Least Complex				
<i>Reading Standards for Literature</i>				
<b>Key Ideas and Details</b>				
<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.7.1a</b> Cite two pieces of evidence in text to support answers to literal and inferential questions (e.g., give two reasons why the character might have chosen to ____ about ____).	<b>RL.7.1b</b> Identify evidence in the text to support answers to literal and inferential questions.	<b>RL.7.1c</b> Answer questions about specific details in text.	<b>Between b and c:</b> <ul style="list-style-type: none"> <li>• Identify signal words from questions or prompts as tools to search for supporting and related details in a text.</li> <li>• Distinguish between literal and inferential details in a text.</li> <li>• Recognize key details in a story.</li> <li>• Identify story elements (e.g., characters, events, narrators, setting).</li> <li>• Identify what the text is about.</li> <li>• Identify elements in a story (e.g., phrases, sentences) that answer basic questions about the text.</li> <li>• Actively engage in the reading of a literary text.</li> </ul>
<b>RL.7.2</b> Analyze literary text development. <p><b>a.</b> Determine a theme of a text and analyze its development over the course of the text.</p> <p><b>b.</b> Incorporate the development of a theme and other story details into an objective summary of the text.</p>	<b>RL.7.2a</b> Summarize text, including theme(s) or central idea(s), and show how these are supported through the sequence of events or through characterization.	<b>RL.7.2b</b> Identify the theme or central idea of a text and locate supporting evidence in the text. A text may have more than one theme.	<b>RL.7.2c</b> Sequence main events in relation to a stated theme or central idea.	<b>Between a and b:</b> <ul style="list-style-type: none"> <li>• Match characters, events and lessons from the story.</li> </ul> <b>Between b and c:</b> <ul style="list-style-type: none"> <li>• Identify the theme of the story.</li> <li>• When given more than one event, choose which came first in the story.</li> <li>• Identify events in a story.</li> <li>• Identify where and when the story takes place.</li> <li>• Identify characters in a story.</li> <li>• Actively engage in discussing one or more of the events in a story.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<b>RL.7.3a</b> Explain how details in text structures (chapters, acts, stanzas, verses) within stories, poems, plays, or songs contribute to the overall meaning of the text.	<b>RL.7.3b</b> Identify connections among characters, ideas, or events.	<b>RL.7.3c</b> Identify story elements (characters, events, settings, problem, or solution) in a story.	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Identify instances where character dialogue adds to the plot.</li> <li>Identify instances where characters show different feelings in the different settings of the story (e.g., at school vs. at home).</li> <li>Trace the events and problems of the story in order.</li> <li>Associate a problem or event with a character or setting in the story.</li> <li>Identify problems or events associated with the characters from the story.</li> <li>Identify setting in a story.</li> <li>Identify characters in a story.</li> <li>Actively engage in the retelling of a story.</li> </ul>
<b>Craft and Structure</b>				
<b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<b>RL.7.4a</b> Explain the meaning of words/phrases as they are used in a text, including alliteration, figurative language, and sensory language.	<b>RL.7.4b</b> Identify the meaning of words or phrases based on how they are used in a text.	<b>RL.7.4c</b> Identify words or phrases that rhyme or are examples of alliteration.	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify words or phrases that mean something different than what they normally mean.</li> <li>Identify words with multiple meanings.</li> <li>Examine text for words or phrases that make the reader recognize what the author wants the text to sound like (e.g., eerie or suspenseful tone).</li> <li>Define alliteration.</li> <li>Recognize when words end with the same letters.</li> <li>Recognize when words start with the same letter.</li> <li>Recognize when lines of a poem end with the same or similar sounds.</li> <li>Actively engage in the reading of poetry.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>RL.7.5a</b> Identify structures within stories, poems, plays, or songs and explain how each contributes to the overall meaning of the text.	<b>RL.7.5b</b> Describe the characteristics (both form and structure) that are unique to a poem, play, or story (e.g., words and phrases organized into stanzas; rhythm, rhyme, character-specific dialogue; sequence of events).	<b>RL.7.5c</b> Identify a poem, play, or story based on its structure.	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify various ways poems are structured.</li> <li>• Recognize the difference between plays, stories and poetry.</li> <li>• Identify the structure of poetry (e.g., stanzas, rhyming words, shorter text lines on the page).</li> <li>• Identify the structure of plays/dramas (e.g., script, character lines, stage directions, etc.).</li> <li>• Actively engage with various dramas or poems.</li> </ul>
<b>RL.7.6</b> Analyze how an author uses point of view to develop and contrast the perspectives of different characters or narrators in a text.	<b>RL.7.6a</b> Compare the difference in perspective of two different characters in a story.	<b>RL.7.6b</b> Identify the storyteller, and describe his/her role in the story.	<b>RL.7.6c</b> Identify who is telling the story (e.g., narrator or character).	<p><b>Between the general standard and a:</b></p> <ul style="list-style-type: none"> <li>• Identify the point of view of the text (particularly 1st and 3rd person).</li> </ul> <p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Define perspective.</li> <li>• Recognize that contrast = differences.</li> <li>• Identify the perspective of each main character.</li> <li>• Define narrator.</li> <li>• Identify the characters in a story.</li> <li>• Identify who is telling the story in a literary text.</li> <li>• Actively engage with the characters and narrators in a story.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Integration of Knowledge and Ideas</b>				
<b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>RL.7.7a</b> Explain the effect of the similarities or differences between print and multimedia/live productions of the same story, drama, or poem.	<b>RL.7.7b</b> Describe the key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.	<b>RL.7.7c</b> Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.	<ul style="list-style-type: none"> <li>• Identify which events were the same in both mediums.</li> <li>• Identify which characters were present in both mediums.</li> <li>• Distinguish the differences between the characters in both mediums.</li> <li>• Distinguish the differences between the settings (e.g., time, place, etc.) in both mediums.</li> <li>• Use the character and main event list as a checklist while viewing or hearing an alternate version.</li> <li>• Actively engage in various multimedia versions of stories</li> <li>• After the reading of a story or drama, experience its audio, film, or stage version.</li> <li>• Identify the four other mediums of text: audio, film, stage, and multimedia.</li> <li>• Identify main events in the text version.</li> <li>• Identify characters in the text version.</li> <li>• Engage in the text version of stories.</li> </ul>
<b>RL.7.8</b> (Not applicable to literature)				(Not applicable to literature)

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>RL.7.9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p><b>RL.7.9a</b> Compare and contrast similarities and differences between the characters and events from a fictional and historical text when both are about the same time period.</p>	<p><b>RL.7.9b</b> Describe the similar characters and events from a fictional and historical text of the same event/time period.</p>	<p><b>RL.7.9c</b> Identify similar characters and events from a fictional and historical text of the same event/time period.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Recognize when the author takes creative liberties within the characters, events, and settings of a work of historical fiction.</li> <li>• Explain the difference between real events and altered events for fictional writing or storytelling.</li> <li>• Given a piece of information about the same character from a work of historical fiction and its accurate historical account, determine which is fiction and which nonfiction.</li> <li>• Identify the events in a work of historical fiction.</li> <li>• Identify the settings in a work of historical fiction.</li> <li>• Identify the characters in a work of historical fiction.</li> <li>• Actively engage in the reading of historical fiction.</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>				

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>	
<p><b>RL.7.10</b> By the end of the year, read and comprehend literature—including stories, dramas, and poems—in the grades 6–8 text complexity band proficiently with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self or text-to-text and text-to-world connections that deepen understanding of the text.</p>	<p><b>RL.7.10a</b> Read supported grade-level/ age-appropriate adapted literature materials.</p>	<p><b>RL.7.10b</b> Participate in or read supported grade-level/age-appropriate, adapted literature materials.</p>	<p><b>RL.7.10c</b> Actively engage in supported grade-level/ age-appropriate, adapted literature materials.</p>	<p><b>Text-to-Self, Text-to-Text, and Text-to-World Connections / Comparisons</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a purpose for reading by making text connections (text-to-self, text-to-text, text-to-world) before, during or after reading.</li> <li>• Identify text-to-world connection related to a specific text.</li> <li>• Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media...")</li> <li>• Acknowledge that people, places and events are broader than one's own experiences.</li> </ul> <p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text.</li> <li>• Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text.</li> <li>• Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text.</li> </ul> <p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text.</li> <li>• Compare in formation, concept, experience or text structure presented in a given text to one's own prior knowledge.</li> <li>• Share prior knowledge related to a given information, concept, experience or text structure.</li> <li>• Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader, prior to reading the text, based on previous</li> </ul>	<p>life experiences. (Note: prior knowledge can be accurate or inaccurate)</p> <ul style="list-style-type: none"> <li>• Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading)</li> </ul> <p><b>Read &amp; Comprehend</b></p> <ul style="list-style-type: none"> <li>• Communicate with others about literature, including stories, dramas, and poems.</li> <li>• Read literature, including stories, dramas, and poems for pleasure.</li> <li>• Answer wh- questions related to grade-level/age appropriate literature, including stories, dramas, and poems.</li> <li>• Take notes about text details while reading.</li> <li>• Read with the purpose of understanding.</li> </ul> <p><b>Decoding / Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Decode and read simple grade-level literature, including stories, dramas, and poems.</li> <li>• Actively engage in the reading of grade-level, literature, including stories, dramas, and poems.</li> <li>• Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills</li> <li>• Actively participate in grade-level/age-appropriate literature, including stories, dramas, and poetry activities using adapted materials as needed.</li> <li>• Actively engage in group lesson using literature, including stories, dramas, or poems.</li> <li>• Actively engage in sharing grade-level literature, including stories, dramas, and poems using assistive technology tools as needed.</li> <li>• Engage with grade-level literature, including stories, dramas, and poems.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Reading Standards for Informational Text</i>				
<b>Key Ideas and Details</b>				
<p><b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RI.7.1a</b> Create a citation of text evidence using a template or graphic organizer.</p>	<p><b>RI.7.1b</b> Locate details from a text to support the answers to literal questions.</p>	<p><b>RI.7.1c</b> Answer literal questions about a text.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Cite the author of quoted text evidence. - Understand that when taking pieces of information from a text to use as evidence, credit has to be given to the author for that piece of evidence.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish the difference between main idea and details.</li> <li>• Identify the topic of the text.</li> <li>• Distinguish between literal and inferential details in a text.</li> <li>• Recognize key details in the text.</li> <li>• Actively engage in the reading of informational text.</li> </ul>
<p><b>RI.7.2</b> Analyze informational text development.</p> <p><b>a.</b> Determine two or more central ideas in a text and analyze their development over the course of the text.</p> <p><b>b.</b> Provide an objective summary of the text that includes the central ideas and their development.</p>	<p><b>RI.7.2a</b> Track a central idea from beginning to end and describe how the ideas evolve from the beginning to the end of the text.</p>	<p><b>RI.7.2b</b> Identify central ideas and supporting details in a text using a graphic organizer.</p>	<p><b>RI.7.2c</b> Identify one or more central ideas in a text.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify pieces of the text that explain, describe, give facts or figures for, or further point to the main topic of that part of the text.</li> <li>• Identify topic or central idea in a passage of text.</li> <li>• Identify what the informational text is about.</li> <li>• Recognize that informational text is usually organized in paragraphs under headings.</li> <li>• Actively engage in discussing one or more central ideas from an informational text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<b>RI.7.3a</b> Describe similarities, differences and influences among ideas and events in a text.	<b>RI.7.3b</b> Identify connections among ideas or events in a text.	<b>RI.7.3c</b> Identify individuals, ideas, or events described in an informational text.	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Match events to the central idea in a text (e.g., Does the event provide an anecdote to help explain the central idea?)</li> <li>Identify central ideas in the text.</li> <li>Match an event with an individual or idea.</li> <li>Identify events in the text.</li> <li>Identify individuals discussed in the text.</li> <li>Actively engage in discussions about information texts</li> </ul>
<b>Craft and Structure</b>				
<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<b>RI.7.4a</b> Interpret the figurative, connotative, or technical meanings of words or phrases; explain how the tone of the text is advanced by word choice.	<b>RI.7.4b</b> Explain the meaning of words or phrases as they are used in a text, including technical meanings.	<b>RI.7.4c</b> Match pictures or objects to words or phrases based on how they are used in a text.	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Identify words or phrases that mean something different than what they normally mean.</li> <li>Understand that sometimes words have more than one meaning.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Examine the text for words the author uses that help the reader understand the text topic or make the text sound like the author may want it to sound.</li> <li>Actively engage in the reading of text with multiple meaning words.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p><b>RI.7.5a</b> Explain how specific sentences, paragraphs, or chapters contribute to the overall meaning of the text.</p>	<p><b>RI.7.5b</b> Examine chapter titles and sub-topics and explain their connection.</p>	<p><b>RI.7.5c</b> Use the title to identify the main idea of a text.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify and navigate to given sections of the text.</li> <li>• Identify the main idea of the text as a whole</li> <li>• Identify the topics under each heading.</li> <li>• Identify the topic of a segment of text.</li> <li>• Understand that informational texts are often separated by topic under headings.</li> <li>• Identify headings in text.</li> <li>• Identify the title of a text.</li> <li>• Actively engage with texts that has varying structures.</li> </ul>
<p><b>RI.7.6</b> Determine an author's perspective or purpose in a text and analyze how the author distinguishes his/her position from that of others.</p>	<p><b>RI.7.6a</b> Identify the author's attitudes or feelings about the subject matter as conveyed through the choice of words and phrases in the text.</p>	<p><b>RI.7.6b</b> Identify two or more details that provide information about the purpose of the text or the author's perspective.</p>	<p><b>RI.7.6c</b> Recognize a detail that identifies the purpose of a text.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify sections of text where the author makes his or her perspective apparent.</li> <li>• Understand that authors show their opinions about topics (their perspectives) in their writing.</li> <li>• Understand that authors write texts for many different reasons.</li> <li>• Identify the author of the text.</li> <li>• Define perspective.</li> <li>• Identify details in text that indicate the purpose for writing text. (i.e. humor/entertain, facts/inform, argue/persuade, etc.)</li> <li>• Actively engage with informational texts with specific purposes.</li> <li>• Engage with an image of the author of a text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Integration of Knowledge and Ideas</b>				
<p><b>RI.7.7</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p><b>RI.7.7a</b> Identify similarities or differences in the treatment of a topic in different media forms (e.g., text and video) and evaluate the effectiveness of each.</p>	<p><b>RI.7.7b</b> Match details in a text to details presented in another format (audio, visual, multimedia).</p>	<p><b>RI.7.7c</b> Recognize the same idea depicted in two different forms of media (e.g., paragraph describing the amount of rain that fell over two days and a simple bar graph that depicts the same information).</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify which events and people were different between mediums.</li> <li>• Identify events portrayed the same in each medium.</li> <li>• Identify which events and people were the same in each medium.</li> <li>• Identify events and people represented in the audio or video version.</li> <li>• Identify events and people represented in the text.</li> <li>• After reading the text, engage with another versions of the text, either audio or video.</li> <li>• Recognize other mediums of text: audio, video, and multimedia.</li> <li>• Actively engage in various multimedia versions on the same topic.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>RI.7.8a</b> Given an argument or claim, determine whether the support provided is relevant and sufficient.	<b>RI.7.8b</b> Identify details in a text that support a claim.	<b>RI.7.8c</b> Identify an opinion statement (i.e., distinguish fact from opinion).	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Define argument.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Define claim.</li> <li>• Define evidence.</li> <li>• Recognize that evidence will support one of the claims in a text.</li> <li>• Recognize that each claim will have supporting evidence.</li> <li>• Decide what makes evidence relevant.</li> <li>• Decide what makes evidence sufficient.</li> <li>• Sort statements from a text by fact and opinion.</li> <li>• Decide when the detail is a fact or an opinion.</li> <li>• Define fact. (supported by evidence, cites research, etc.)</li> <li>• Define opinion. (I think, I feel, I believe, etc.)</li> <li>• Actively engage in argumentative text.</li> </ul>
<b>RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<b>RI.7.9a</b> Identify differences in facts or evidence about the same topic in two or more sources.	<b>RI.7.9b</b> Compare and contrast information about the same topic written by two different authors.	<b>RI.7.9c</b> Recognize the same topic when presented in two different forms (e.g., textbook and website).	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify areas where text features link to evidence that supports the central ideas in the texts.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Recognize that authors use text features, such as headings, to emphasize their perspectives.</li> <li>• Recognize that the author's attitude toward a topic may show in the text by what evidence they add in which order.</li> <li>• Define author's perspective.</li> <li>• Match central ideas in two different texts.</li> <li>• Identify texts with the same or similar topics.</li> <li>• Identify the topic of a text.</li> <li>• Actively engage with the sharing of the same or similar topics from two or more texts.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Range of Reading and Level of Text Complexity</b>				
<p><b>RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>RI.7.10a</b> Read supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.</p>	<p><b>RI.7.10b</b> Read or participate in supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.</p>	<p><b>RI.7.10c</b> Actively engage in supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.</p>	<p><b>Read &amp; Comprehend</b></p> <ul style="list-style-type: none"> <li>• Use literary nonfiction in research and writing.</li> <li>• Answer wh- questions related to grade-level/age appropriate literary nonfiction.</li> <li>• Take notes about text details while reading.</li> <li>• Read with the purpose of understanding.</li> </ul> <p><b>Decoding / Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Decode and read simple grade-level, literary text</li> <li>• Actively engage in the reading of grade-level, literary text.</li> <li>• Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills</li> <li>• Actively participate in grade-level/age-appropriate history/ social studies, science, and technical text activities using adapted materials as needed.</li> <li>• Actively engage in group lesson using informational text.</li> <li>• Actively engage in sharing grade-level nonfiction using assistive technology tools as needed.</li> <li>• Actively engage in sharing grade-level history/social studies, science, and technical texts.</li> <li>• Engage with grade-level nonfiction.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Writing</i>				
<b>Text Types and Purposes</b>				
<p><b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>a.</b> Establish a thesis statement to present an argument.</p> <p><b>b.</b> Introduce claim(s), acknowledge alternative or opposing claims, and organize the reasons and evidence logically.</p> <p><b>c.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>d.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p><b>e.</b> Establish and maintain a formal style.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>W.7.1a</b> Generate a text of one paragraph on a topic. Provide an introduction, express a claim or argument, and organize relevant details to support the position.</p>	<p><b>W.7.1b</b> Introduce a topic, express an opinion on it, and select a logical reason to support it.</p>	<p><b>W.7.1c</b> Express an opinion and provide a reason for it.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify various positions on a topic.</li> <li>• Identify claim and counterclaim on a topic.</li> <li>• Define claim and counterclaim</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish relevant facts from opinions on a specific topic.</li> <li>• Identify evidence to support a position</li> <li>• Determine relevant facts in a text</li> <li>• Identify the elements of persuasive writing (intro, body, and conclusion)</li> <li>• Identify the purpose of a persuasive writing</li> <li>• Actively engage in the sharing of opinions on a topic.</li> <li>• Communicate an opinion.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a.</b> Establish a thesis statement to present information.</p> <p><b>b.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p> <p><b>c.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>d.</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>e.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>f.</b> Establish and maintain a formal style.</p> <p><b>g.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>W.7.2a</b> Organize sentences containing an introduction, a thesis statement, relevant supporting facts, and a conclusion into a coherent paragraph (e.g.,</p> <p>Topic: _____</p> <p>Intro. Sent. _____</p> <p>Fact 1 _____</p> <p>Fact 2 _____</p> <p>Fact 3 _____</p> <p>Fact 4 _____</p> <p>Conclusion).</p>	<p><b>W.7.2b</b> Introduce a topic and generate two factual sentences about it.</p>	<p><b>W.7.2c</b> Select a topic and provide a detail to support information about it.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of a thesis statement</li> <li>Identify the elements of a paragraph (topic sentence, details, and concluding statement)</li> <li>Identify the key elements of an informative essay (intro, body, and conclusion)</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Generate a sentence about a fact related to a specific topic.</li> <li>Identify facts about a topic.</li> <li>Identify the purpose of an informative text.</li> <li>Actively engage in the sharing of facts on a topic or personal story.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p><b>a.</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>b.</b> Use narrative techniques—such as dialogue, pacing, and description—to develop experiences, events, and/or characters.</p> <p><b>c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>e.</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>W.7.3a</b> Relate a personal experience or tell a story that includes a setting, characters, and a logical sequence of events. Include narrative techniques such as description and dialogue.</p>	<p><b>W.7.3b</b> Relate a personal experience or tell a story that includes details to describe the setting and characters, and a logical sequence of two or more events.</p>	<p><b>W.7.3c</b> Relate a personal experience using pictures, words, and/or sentences. Include a beginning that introduces a character, a middle section that presents a problem, and an ending that provides a solution to the problem.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Identify narrative techniques (e.g., dialogue, description, or reflection)</li> <li>Create dialogue to align with the sequential details.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify the elements of a story</li> <li>Identify plot development</li> <li>Identify setting in relation to the story</li> <li>Identify characters and roles in the story</li> <li>Map sequential details and ideas for the story (beginning, middle, and resolution)</li> <li>Organize pictures from a personal experience into sequential order.</li> <li>Select, take or create pictures that represent a personal experience.</li> <li>Actively engage in personal storytelling.</li> <li>Engage with communication and writing tools.</li> <li>Engage in daily personal experiences as a tool for writing.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b><i>Production and Distribution of Writing</i></b>				
<b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	<b>W.7.4a</b> Organize sentences on a topic in a logical order and following a particular style that is appropriate for the intended audience.	<b>W.7.4b</b> Organize sentences on a topic in a logical order.	<b>W.7.4c</b> Recognize terms that can be used to introduce a topic or story.	<b>Between b and c:</b> <ul style="list-style-type: none"> <li>• Develop an outline to demonstrate organization of writing.</li> <li>• Identify how to construct an outline (e.g., Intro, thesis, topic sentences, etc.)</li> <li>• Distinguish between language used for each writing style (persuasive, informative, and narrative)</li> <li>• Identify the types of language used in persuasive, informative, and narrative writing</li> <li>• Actively engage with texts with various purposes.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.7.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>W.7.5a</b> With guidance and support, plan, draft, and edit writing to convey a clear message for the intended purpose or audience.</p>	<p><b>W.7.5b</b> With guidance and support, edit simple sentences to improve their clarity for the intended purpose or audience.</p>	<p><b>W.7.5c</b> With guidance and support, recognize when the order of sentences should be revised.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Edit writing for intended purpose or audience.</li> <li>• Editing sentences with errors in capitalization and end punctuation.</li> <li>• Identify the rules for capitalization.</li> <li>• Identify the rules for ending punctuation.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Revise sentences to clarify the meaning of writing task</li> <li>• Distinguish clear from unclear sentences in a writing according to the purpose or task.</li> <li>• Identify errors in own writing using text to speech tools when needed to hear writing for error review.</li> <li>• Practice ordering sentences, presented on individual strips of paper or digitally, into the time, plot or sequential order.</li> <li>• Practice ordering sentences, presented on individual strips of paper or digitally, into paragraph order.</li> <li>• Sequence a series of given events presented in picture or object form.</li> <li>• Actively engage in the sharing of text with and without errors in convention.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.7.6</b> Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others, including linking to and citing sources.</p>	<p><b>W.7.6a</b> Independently use digital tools to cite one or more sources of information used to produce writing about a topic.</p>	<p><b>W.7.6b</b> Collect information from relevant sources to compose writing to answer a question about a topic.</p>	<p><b>W.7.6c</b> Match key words from a source to conduct an online search of a topic.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Use technologies to compose writing.</li> <li>• Identify technologies that can assist with composing writing</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Collect information from relevant sources following an online search.</li> <li>• identify relevant sources based on topic alignment and credibility.</li> <li>• Identify a key word for a topical internet search.</li> <li>• Identify a question for research on a specific topic.</li> <li>• Actively participate in the use of assistive technology to share ideas that will eventually be published as writing or used to communicate with others.</li> <li>• Actively participate in a shared writing or collaboration experience using assistive technology tools.</li> </ul>
<b>Research to Build and Present Knowledge</b>				
<p><b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p><b>W.7.7a</b> Identify related information from different sources to answer a series of 2–3 related questions.</p>	<p><b>W.7.7b</b> Collect information from two or more relevant sources to explore a topic or answer a question.</p>	<p><b>W.7.7c</b> Match information from a source to a relevant topic.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Sort relevant sources from irrelevant sources</li> <li>• Decide if the source contains relevant information on a topic or not.</li> <li>• Determine what constitutes a relevant source</li> <li>• Identify a source for information</li> <li>• Identify the types of questions that require research.</li> <li>• Actively participate in selecting a topic for research.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.7.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</p>	<p><b>W.7.8a</b> Select information from several online sources and organize it to describe, explain, or expand knowledge on a topic. Identify reliable sources (e.g., websites that end in .gov or .org).</p>	<p><b>W.7.8b</b> Select quotations from a reliable source (e.g., websites that end in .gov or .org) to support or summarize a topic.</p>	<p><b>W.7.8c</b> Select relevant information related to a given topic from an array of cited sources.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify how to cite sources.</li> <li>• Identify the research process.</li> <li>• Identify how to organize research.</li> <li>• Distinguish relevant sources from irrelevant sources.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Locate a quotation from a text</li> <li>• Distinguish key ideas from irrelevant ideas within a source.</li> <li>• Distinguish relevant from irrelevant information on a topic</li> <li>• Identify the topic for writing.</li> <li>• Actively engage in shared review of sources on a chosen topic.</li> <li>• Engage with website to gain information on a topic.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply grade 7 reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p><b>b.</b> Apply grade 7 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p><b>W.7.9a</b> Using a graphic organizer, compare and contrast fictional portrayals and historic accounts of the same event.</p>	<p><b>W.7.9b</b> Review information on a topic and sort it into categories (e.g., fact, opinion, fiction).</p>	<p><b>W.7.9c</b> Recognize works of literary or historical significance and sort into fiction and nonfiction.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify graphic organizers used to compare and contrast.</li> <li>• Actively explore fiction and nonfiction sources on a chosen topic for writing.</li> <li>• Identify literary or informational texts as fiction or nonfiction</li> <li>• Engage with literary or informational texts.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Range of Writing</b>				
<p><b>W.7.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.7.10a</b> Write routinely on short writing tasks that will be combined into a longer text (e.g., sections of a research project).</p>	<p><b>W.7.10b</b> Write routinely for short amounts of time, creating sentences and short texts on a topic.</p>	<p><b>W.7.10c</b> Participate in routine and varied writing activities.</p>	<ul style="list-style-type: none"> <li>• Actively participate in each step of the research, write, reflect/review, revise cycle.</li> <li>• Break large writing task into smaller segments of writing.</li> <li>• Capture thoughts and communications as writing</li> <li>• Use of assistive technology to share ideas that will eventually be published as writing.</li> <li>• Actively participate in a shared writing experience using assistive technology tools as needed.</li> </ul> <p>Increase the number of communication expressions over given time period</p> <ul style="list-style-type: none"> <li>• Develop a formal mode of communication that is understood by others</li> <li>• Establish a mode of access for communication</li> <li>• Engage in expressive communications (gestures, facial expressions, utterances, choice making – gaze, direct select, switch)</li> <li>• Actively participate in shared writing.</li> <li>• Engage by actively listening to shared writing.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Speaking and Listening</i>				
<b>Comprehension and Collaboration</b>				
<p><b>SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>c.</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>d.</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p><b>SL.7.1a</b> Ask or answer questions relevant to specific parts of the topic to contribute to a discussion.</p>	<p><b>SL.7.1b</b> Follow social rules that should be demonstrated during a group conversation.</p>	<p><b>SL.7.1c</b> Use tools that scaffold independence during discussions (e.g., timers, role descriptions, speaker pass, social stories, dialogue prompts, outlines, etc.).</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• List the rules of discussion</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Sort key ideas from irrelevant ideas within a text.</li> <li>• Respond to verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.).</li> <li>• Demonstrate active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.).</li> <li>• Identify verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.)</li> <li>• Actively engage in verbal and/or nonverbal communication with peers.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>SL.7.2</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<b>SL.7.2a</b> Summarize the main points of a presentation and show how the points support the speaker's purpose or message.	<b>SL.7.2b</b> Identify the main idea and two details from presentations in various media.	<b>SL.7.2c</b> Identify the main idea and one detail from presentations in various media.	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Describe how the graphic influences the reader.</li> <li>• Identify how the graphic/manipulative supports the topic.</li> <li>• Identify the visual graphics used.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify the purpose of a presentation.</li> <li>• Describe the meaning/purpose of the graphics.</li> <li>• List the various purposes of a presentation.</li> <li>• Sort key ideas from irrelevant ideas within a text.</li> <li>• Actively engage in shared discussions using graphics and manipulatives to make choices.</li> <li>• Engage with objects or images representing key details from media presentation.</li> </ul>
<b>SL.7.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>SL.7.3a</b> Distinguish claims that are supported by evidence from claims that are not.	<b>SL.7.3b</b> Identify relevant details that were included in an argument.	<b>SL.7.3c</b> Identify a speaker's position or topic.	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify details shared by a speaker.</li> <li>• Distinguish main points versus details.</li> <li>• Identify the speaker's perspective.</li> <li>• Identify why the speaker is important.</li> <li>• Identify the speaker.</li> <li>• Actively engage in a guided discussion about the main points in an argument.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Presentation of Knowledge and Ideas</b>				
<p><b>SL.7.4</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>SL.7.4a</b> Distinguish claims that are supported by evidence from claims that are not.</p>	<p><b>SL.7.4b</b> Identify relevant details that were included in an argument.</p>	<p><b>SL.7.4c</b> Identify a speaker's position or topic.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Distinguish the difference between facts and falsehoods.</li> <li>• Describe the importance of details in an argument.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish main points versus details.</li> <li>• Identify the purpose of a presentation.</li> <li>• Identify the speaker's perspective.</li> <li>• Identify verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.).</li> <li>• Respond to active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.).</li> <li>• Identify why the speaker is important.</li> <li>• Identify the speaker.</li> <li>• Engage with active listening skills to a speaker's argument.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>SL.7.5a</b> Add multimedia components to enhance a presentation independently.</p>	<p><b>SL.7.5b</b> Add multimedia components to illustrate points and clarify information.</p>	<p><b>SL.7.5c</b> With guidance and support, choose materials to illustrate points in a presentation.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Compare the different impacts various multimedia may have on presentations. (e.g., why a presentation should use audio rather than print).</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify the importance of multimedia in presentation.</li> <li>• Identify the many components of multimedia (e.g., text, audio, visual, or interactive).</li> <li>• Use assistive technology appropriately to create digital media.</li> <li>• Use assistive technology with digital media.</li> <li>• Identify the main idea(s) of a presentation</li> <li>• Actively engage in various multimedia formats on a chosen topic.</li> <li>• Engage with assistive technology.</li> <li>• Engage with images and objects that represent points in a presentation</li> </ul>
<p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>SL.7.6a</b> Communicate multiple points of information specific to the purpose or audience.</p>	<p><b>SL.7.6b</b> Communicate effectively in formal and informal settings (e.g., classroom, doctor's office, library).</p>	<p><b>SL.7.6c</b> Know types of speech that are appropriate for formal and informal situations.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Match settings and types of communication with either informal or formal communication.</li> <li>• Identify types of formal and informal communication.</li> <li>• Actively engage (using any mode) in discussions with peers.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<i>Language</i>					
<b>Conventions of Standard English</b>					
<p><b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p><b>b.</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p><b>c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><b>L.7.1a</b> Demonstrate the conventions of grammar when writing or speaking by forming declarative, imperative, interrogative sentences and complex sentences.</p>	<p><b>L.7.1b</b> Communicate using the conventions of standard English grammar, including simple and compound sentences.</p>	<p><b>L.7.1c</b> Communicate using simple sentences.</p>	<p><b>Between the general standard and a:</b></p> <ul style="list-style-type: none"> <li>• Identify gerunds that end in -ing and are verbs used as nouns, which are the subjects, direct objects, indirect objects, or objects of the preposition in a sentence (e.g., Jenny bought new tennis shoes for hiking.).</li> <li>• Define gerunds.</li> <li>• Identify infinitives that are made up of to + a verb and are used as adjectives and nouns in a sentence (e.g. I want to go to the beach.).</li> <li>• Choose the correct punctuation to fit in between clauses when forming various sentence types.</li> <li>• Identify the difference between independent and dependent clauses.</li> <li>• Identify phrases that contain a subject OR a verb and clauses contain a subject AND a verb.</li> <li>• Identify clauses that may not be complete sentences if they start with a subordinating conjunction or relative pronoun.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Sort words by parts of speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify prepositions.</li> <li>• Describe prepositions.</li> <li>• Identify nouns and verbs in a sentence.</li> <li>• Label verbal as its part of speech in a sentence.</li> <li>• Identify the eight parts of speech, particularly nouns and verbs.</li> <li>• Identify adjectives.</li> <li>• Define adjective.</li> <li>• Identify verbs.</li> <li>• Define verb.</li> <li>• Identify which parts of speech are used in each part of a sentence (e.g., Nouns can be used as subject, direct object, indirect object, object of the preposition).</li> <li>• Use any mode to communicate an idea, opinion, or event.</li> <li>• Actively engage in communication using sentences, pictures, or AAC/VOCA.</li> <li>• Show cues of readiness for communication. (i.e. lean forward, make eye contact, reach out, etc.)</li> <li>• Engage with communication partner(s).</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old [,] green shirt”).</p> <p><b>b.</b> Spell words correctly.</p>	<p><b>L.7.2a</b> Generate sentences in a variety of structures, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC, VCe).</p>	<p><b>L.7.2b</b> Generate sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources.</p>	<p><b>L.7.2c</b> Use capital letters for familiar names and at the beginning of sentences. Use appropriate punctuation at the ends of sentences.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify when a comma is should be added to writing.</li> <li>• Describe the rules for using a comma in a sentence.</li> <li>• Identify the function of commas.</li> <li>• Distinguish between various sentence types.</li> <li>• Identify the components of a complete sentence.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of basic spelling rules.</li> <li>• Recognize complete sentences from capital letter to end mark.</li> <li>• Read or listen to the reading of sentences to understand how punctuation choice impacts meaning.</li> <li>• Identify punctuation as a signal to indicate a pause or break in the flow of reading.</li> <li>• Actively engage in reviewing multiple examples of proper capitalization, punctuation, and spelling.</li> <li>• Engage with punctuation and capital letters.</li> </ul>


<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Knowledge of Language</b>				
<p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Choose language that expresses ideas precisely and concisely.</p> <p><b>b.</b> Recognize and eliminate wordiness and redundancy.</p>	<p><b>L.7.3a</b> Apply conventions of standard English speaking or writing by filtering out extraneous information while focusing on the main points of the message.</p>	<p><b>L.7.3b</b> Convey a message that is concise and to the point, without extraneous information.</p>	<p><b>L.7.3c</b> Use language to share thoughts or feelings with others.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of how the language used plays a role in the effectiveness of the message.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Define redundancy.</li> <li>• Define wordiness.</li> <li>• Use verbs in communications when writing or speaking.</li> <li>• List common verbs.</li> <li>• Identify verbs while reading, or listening.</li> <li>• Identify parts of speech, particularly verbs and their functions in a sentence.</li> <li>• Actively engage (through any mode of communication) in a conversation with one participant.</li> <li>• Engage with communication partner.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Vocabulary Acquisition and Use</b>				
<p><b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p><b>c.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>L.7.4a</b> Use context clues, word structure, or reference materials to determine the meaning of unfamiliar words or phrases.</p>	<p><b>L.7.4b</b> Use sentence or paragraph-level context to determine the meaning of unfamiliar or multiple-meaning words or phrases.</p>	<p><b>L.7.4c</b> Determine the meaning of a word.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Define denotation.(dictionary definition)</li> <li>• Define roots and affixes.</li> <li>• Use a dictionary to find the definition of a word.</li> <li>• Label the parts of a dictionary definition.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Use sentence or paragraph level context clues to determine the meaning of a word.</li> <li>• Recognize that the synonyms of a word found in a thesaurus indicate various connotations of the original word.</li> <li>• Define synonym.</li> <li>• identify the meaning of a word based on sentence or paragraph level context</li> <li>• Identify words represented in text or visually that have multiple meanings.</li> <li>• Determine which connotation is appropriate to use in a sentence based on the sentence's context.</li> <li>• Determine the meaning of an unknown word without using reference materials (e.g., Greek and Latin roots and affixes, word association).</li> <li>• Match an object or picture to a word to convey correct meaning.</li> <li>• Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><b>b.</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p><b>L.7.5a</b> Explain the meaning of figurative language (e.g., similes, metaphors).</p>	<p><b>L.7.5b</b> Identify the relationship between words such as synonyms and antonyms and simple connotations.</p>	<p><b>L.7.5c</b> Identify connections between words and their uses.</p>	<p><b>Between the general standard and a:</b></p> <ul style="list-style-type: none"> <li>Define denotation (dictionary definition) and connotation (alternate meanings based on feelings associated with a word).</li> </ul> <p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Match alternate meanings to words.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Communicate using any mode using various synonyms and antonyms.</li> <li>Identify conceptual differences (e.g., hot/cold).</li> <li>Match connotations to their denotative word.</li> <li>Identify when a word or phrase is being used in a non-literal way.</li> <li>Identify multiple meanings of words.</li> <li>Identify words that share meaning.</li> <li>Identify words with conceptual differences (e.g., hot/cold).</li> <li>Demonstrate understanding of the idea that word meaning is not always concrete (e.g. the word “rock” as a noun vs. a verb).</li> <li>Actively engage in guided sharing of words with hidden meanings using graphic and tactile representations.</li> </ul>
<p><b>L.7.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>L.7.6a</b> Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing.</p>	<p><b>L.7.6b</b> Sort academic and domain-specific words by connecting them to an appropriate subject or topic.</p>	<p><b>L.7.6c</b> Communicate using grade-level words and phrases acquired through interactions with others.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Choose appropriate domain-specific words for writing or speaking.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify grade-level, subject specific vocabulary.</li> <li>Match grade-level subject specific words to their meanings using any form, including images or objects.</li> <li>Engage with grade-level peers, and adults to gain age-appropriate word exposure.</li> <li>Engage with a communication partner.</li> </ul>



## Grade 8

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
Most Complex				Least Complex
<i>Reading Standards for Literature</i>				
<b>Key Ideas and Details</b>				
<b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.8.1a</b> Evaluate evidence in text to identify and select the evidence that most strongly supports answers to questions that require inference.	<b>RL.8.1b</b> Locate evidence from the text and use it to support answers to literal and inferential questions.	<b>RL.8.1c</b> Identify details that support answers to literal questions.	<b>Between b and c</b> <ul style="list-style-type: none"> <li>• Identify signal words from questions or prompts as key look-fors in text</li> </ul> <b>Between b and c</b> <ul style="list-style-type: none"> <li>• Identify signal words from questions or prompts within text to answer questions.</li> <li>• Distinguish between literal and inferential details in a text.</li> <li>• Recall that details in a text could be/should be combined to get a better understanding of what the text is communicating.</li> <li>• Recognize key details in a story.</li> <li>• Identify one or more main characters.</li> <li>• Identify setting of the story.</li> <li>• Identify what the text is about (main idea/theme).</li> <li>• Actively engage in the reading of a literary text.</li> <li>• Actively engage in discussion of literary text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RL.8.2</b> Analyze literary text development.</p> <p><b>a.</b> Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p><b>b.</b> Incorporate a theme and its relationship to other story elements into an objective summary of the text.</p>	<p><b>RL.8.2a</b> Summarize text, including theme(s) or central idea(s), and show how these are supported through the sequence of events and through characterization and use of setting.</p>	<p><b>RL.8.2b</b> Identify the themes or central ideas and locate evidence from the text to support them.</p>	<p><b>RL.8.2c</b> Sequence main events in relation to a stated theme or central idea.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Explain what the story is about (main idea or theme).</li> <li>• Match characters from a story with identified lessons/ themes.</li> <li>• When given more than one event, choose which came first in the story.</li> <li>• Identify events in a story.</li> <li>• Identify where and when the story takes place (setting).</li> <li>• Identify characters in a story (and if they are important to the plot).</li> <li>• Actively engage in discussing one or more of the events in a story.</li> </ul>
<p><b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p><b>RL.8.3a</b> Describe the story's plot and explain how the events and characters contribute to the resolution of the story.</p>	<p><b>RL.8.3b</b> Explain how a character's actions affect the plot.</p>	<p><b>RL.8.3c</b> Identify the problem in a story and how it is resolved.</p>	<p><b>Between the general standard and a:</b></p> <ul style="list-style-type: none"> <li>• Identify a piece of dialogue by the use of punctuation (quotes)</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Trace the events and problems of the story in order.</li> <li>• Describe a main character (traits, feelings, behaviors, etc.).</li> <li>• Recognize that stories have conflict (problems) that need to be resolved.</li> <li>• Identify the problems characters have or could have.</li> <li>• Identify the characters in a story.</li> <li>• Actively engage in the retelling of a story.</li> <li>• Actively engage in discussion of "problems" (real or fictional).</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Craft and Structure</b>				
<p><b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.</p>	<p><b>RL.8.4a</b> Explain the meaning of words/phrases indicated by analogies or allusions as they are used in a text, including figurative language.</p>	<p><b>RL.8.4b</b> Select phrases or passages in text that allude to something not directly stated.</p>	<p><b>RL.8.4c</b> Connect the term “analogy” with making a comparison.</p>	<p><b>Between the general standard and a:</b></p> <ul style="list-style-type: none"> <li>• Locate words or phrases in the text that represent emotions.</li> </ul> <p><b>Between b and c</b></p> <ul style="list-style-type: none"> <li>• Identify words or phrases in a text that mean something different than what is normally expressed by that word or phrase.</li> <li>• Identify words or phrases that have multiple meanings.</li> <li>• Identify/locate the specific comparison of two people or things.</li> <li>• Identify words such as “like” or “as” as signal words that indicate a comparison.</li> <li>• Actively engage in mood-related pictures.</li> <li>• Actively engage in visual representations of figurative language.</li> </ul>
<p><b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><b>RL.8.5a</b> Describe the similarities and differences in the structure and meaning of two different texts.</p>	<p><b>RL.8.5b</b> Identify similarities in structure and meaning of two different texts.</p>	<p><b>RL.8.5c</b> Identify structures within texts.</p>	<ul style="list-style-type: none"> <li>• Recognize that texts have various structures.</li> <li>• Identify components of text structure.</li> <li>• Compare two texts with just a cursory glance through the pages.</li> <li>• Define comparison.</li> <li>• Actively engage with stories of differing structures.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RL.8.6</b> Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.</p>	<p><b>RL.8.6a</b> Compare the perspective of two different characters in a story and explain how these perspectives add to the narrative.</p>	<p><b>RL.8.6b</b> Identify words or phrases the author uses to evoke feelings.</p>	<p><b>RL.8.6c</b> Identify characters and describe their perspectives.</p>	<ul style="list-style-type: none"> <li>• Identify who is telling the story in a literary text.</li> <li>• Identify point of view of each main character. (particularly 1st and 3rd person).</li> <li>• Define perspective as an attitude, position, outlook, frame of reference, approach or interpretation regarding something.</li> <li>• Explain how a character feels about another character or situation happening in a story.</li> <li>• Identify events and problems in a story.</li> <li>• Identify the characters in the story.</li> <li>• Actively engage with the characters and narrator in a story.</li> </ul>
<b>Integration of Knowledge and Ideas</b>				
<p><b>RL.8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><b>RL.8.7a</b> Explain the effect of the choices made by directors or authors in print and multimedia/live productions of the same story, drama, or poem.</p>	<p><b>RL.8.7b</b> Describe the key similarities and differences between print and multimedia/ live productions of the same story, drama, or poem.</p>	<p><b>RL.8.7c</b> Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.</p>	<ul style="list-style-type: none"> <li>• Trace the plot of a story or drama in print.</li> <li>• Trace the plot of a story or drama presented in film or as a live production</li> <li>• Identify the problem the character(s) are having in the story.</li> <li>• Define drama and its intended use (i.e., to be performed, not read).</li> <li>• Identify the characters in a story or drama</li> <li>• Actively engage with a showing or reading of a story or drama.</li> </ul>
<p><b>RL.8.8</b> (Not applicable to literature)</p>				

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>RL.8.9</b> Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as but not limited to the Bible and the Epic of Gilgamesh, including describing how the material is rendered new.</p>	<p><b>RL.8.9a</b> Recognize the influence of a traditional work of fiction on a more recent story.</p>	<p><b>RL.8.9b</b> Identify similarities in characters, themes, and events between two stories, including myths, traditional stories, and religious literary texts.</p>	<p><b>RL.8.9c</b> Identify a character, theme, or event from a story (e.g., myths, traditional stories, religious literary texts).</p>	<p><b>Between</b> the general standard and a:</p> <ul style="list-style-type: none"> <li>• Identify allusions in a text.</li> <li>• Define allusion</li> </ul> <p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identifies the purpose of using religious text in literature (i.e., religious texts are used as literature not life influence).</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify when a text has a word, phrase, or passage that refers to a character or situation from another piece of literature.</li> <li>• Identify theme as the subject or topic in a given story.</li> <li>• Identify an event as a happening in a story.</li> <li>• Identify characters as people or characters in a given story.</li> <li>• Demonstrates a foundational knowledge of myths, traditional stories, and religious texts.</li> <li>• Actively engage in myths, traditional stories, and religious literary texts.</li> <li>• Engage with the storyteller.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Range of Reading and Level of Text Complexity</b>				
<p><b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self or text-to-text and text-to-world connections that deepen understanding of the text.</p>	<p><b>RL.8.10a</b> Read and comprehend supported grade-level/ age-appropriate, adapted literature materials.</p>	<p><b>RL.8.10b</b> Participate in or read supported grade-level/age-appropriate, adapted literature materials.</p>	<p><b>RL.8.10c</b> Actively engage in supported grade-level/ age-appropriate, adapted literature materials.</p>	<p><b>Text-to-Self, Text-to-Text, and Text-to-World Connections / Comparisons</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a purpose for reading by making text connections (text-to-self, text-to-text, text-to-world) before, during or after reading.</li> <li>• Identify text-to-world connection related to a specific text.</li> <li>• Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media...")</li> <li>• Acknowledge that people, places and events are broader than one's own experiences.</li> </ul> <p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text.</li> <li>• Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text.</li> <li>• Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text.</li> </ul> <p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text.</li> <li>• Compare information, concept, experience or text structure presented in a given text to one's own prior knowledge.</li> <li>• Share prior knowledge related to a given information, concept, experience or text structure.</li> <li>• Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader, prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate)</li> <li>• Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading)</li> </ul> <p><b>Decoding / Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Actively engage in the reading of grade-level, literary text. (stories, dramas, and poems)</li> <li>• Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills</li> <li>• Actively engage with grade-level stories, dramas, and poems.</li> <li>• Actively engage in sharing grade-level stories, dramas, and poems using assistive technology tools as needed.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Reading Standards for Informational Text</i>				
<b>Key Ideas and Details</b>				
<p><b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RI.8.1a</b> Given 2–3 pieces of evidence, choose the evidence in text that best supports answers to inferential questions.</p>	<p><b>RI.8.1b</b> Identify a detail from text that best supports the answers to literal or inferential questions.</p>	<p><b>RI.8.1c</b> Identify details that support answers to literal questions.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish the difference between explicit details and inferences in a text.</li> <li>• Answer inferential questions.</li> <li>• Identify a detail of the text related to the main idea.</li> <li>• Identify the main idea of a text.</li> <li>• Distinguish between main ideas and details in the text.</li> <li>• Identify details about a topic from the text.</li> <li>• Identify what the text is about</li> <li>• Actively engage in the reading of informational text.</li> </ul>
<p><b>RI.8.2</b> Analyze informational text development.</p> <p><b>a.</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p><b>b.</b> Incorporate central ideas and their relationships into an objective summary of the text.</p>	<p><b>RI.8.2a</b> Identify a main idea and trace its development (e.g., supporting ideas, details) across events in the text.</p>	<p><b>RI.8.2b</b> Sequence related events, ideas, or steps in a process from beginning, middle, and end of the text; identify the central idea of the text.</p>	<p><b>RI.8.2c</b> Identify the topic(s) of a text including central ideas and details.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between relevant and irrelevant information/details in a text</li> <li>• Identify how the details appear in the paragraphs of the text.</li> <li>• Identify details about the topic.</li> <li>• Identify the topic of the text.</li> <li>• Identify the central/main idea in the text.</li> <li>• Actively engage during the sharing of a sentence or paragraph from informational text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>RI.8.3a</b> Compare and/or contrast similarities and differences among ideas and events in a text.	<b>RI.8.3b</b> Identify connections among ideas and events in a text.	<b>RI.8.3c</b> Identify individuals, ideas, and/or events described in informational text.	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Identify how a text, idea, or event connection is made in an informational text.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>distinguish between topic and details that support the topic</li> <li>Identify how the details appear in the paragraphs of the text.</li> <li>identify what the text is mostly about</li> <li>Actively engage in the sharing of the text.</li> </ul>
<b>Craft and Structure</b>				
<b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RI.8.4a</b> Identify the meaning of technical, connotative, and figurative words or phrases as they are used in a text.	<b>RI.8.4b</b> Explain how the author's word choice affects the tone of the text.	<b>RI.8.4c</b> Identify words or phrases that suggest the senses.	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Explain the difference between literal and nonliteral language</li> <li>Define tone.</li> <li>Identify figurative language in the text.</li> <li>Identify the connotative meaning of words in the text.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify how the author uses certain words and phrases to set the tone of the text.</li> <li>Identify how words in the text impact meaning in the text.</li> <li>Identify multiple meanings of words and phrases related to the topic.</li> <li>Look for words that evoke feelings in text.</li> <li>Match words or phrases to images of the feeling they represent</li> <li>List words that evoke feelings.</li> <li>Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words in a text.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>RI.8.5a</b> Explain how specific sentences within a paragraph work together to structure the key concepts within a text.	<b>RI.8.5b</b> Identify a statement in the text that links one idea to another.	<b>RI.8.5c</b> Identify a paragraph that addresses a specific key concept in the text.	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>locate a set of sentences in a text that work together to convey a key concept within a text</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify how the details appear in the paragraphs of the text.</li> <li>Distinguish key concepts from minor details.</li> <li>Examine similar ideas within the text.</li> <li>Distinguish between sentences, paragraphs, and larger portions of text</li> <li>Actively engage in the sharing of different types of informational text.</li> </ul>
<b>RI.8.6</b> Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>RI.8.6a</b> Describe conflicting evidence or viewpoints within a text.	<b>RI.8.6b</b> Explain the perspective or the purpose of a text.	<b>RI.8.6c</b> Identify differences in the purpose of texts.	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Identify conflicting evidence in a text.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose or perspective of a text.</li> <li>Define perspective</li> <li>Define the different types of author's purpose.</li> <li>Identify words or phrases that are linked to the author's purpose.</li> <li>Identify words in the text that are specific to the text topic.</li> <li>Identify the topic of the text.</li> <li>Identify the author.</li> <li>Actively engage in the sharing of informational texts with various purposes.</li> <li>Engage with objects or images that represent the author.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Integration of Knowledge and Ideas</b>				
<p><b>RI.8.7</b> Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p><b>RI.8.7a</b> Identify similarities and differences in the treatment of a topic in different media forms.</p>	<p><b>RI.8.7b</b> Identify details in a text that are also evident in a different medium (e.g., a map, table, graph, or chart).</p>	<p><b>RI.8.7c</b> Identify the same idea depicted in two different forms of media (e.g., picture of George Washington at Mount Vernon and a paragraph describing Washington's life at Mount Vernon).</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast print and multimedia presentations of the same topic.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify various print and multimedia depictions of the same topic</li> <li>Recognize that various texts can convey the same information.</li> <li>Identify the topic that is presented in various connected media.</li> <li>Actively engage with two different media formats on the same topic.</li> <li>Engage in information text shared through multimedia.</li> </ul>
<p><b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><b>RI.8.8a</b> Identify a stated argument or claim and determine whether the support provided is relevant and sufficient.</p>	<p><b>RI.8.8b</b> Identify details in a text that support an opinion.</p>	<p><b>RI.8.8c</b> Identify an opinion statement in a text.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Distinguish between a claim and an opinion in a text</li> <li>Define claim</li> <li>Define argument</li> <li>Describe how to determine if a statement is true or false.</li> <li>Sort examples as relevant or irrelevant statements about a given topic.</li> <li>Identify language in text that suggests opinion.</li> <li>Ask for opinions from others.</li> <li>Provide evidence/reasons to support your opinion</li> <li>Share and opinion</li> <li>Listen to the opinions of others.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify whether the texts disagree on matters of fact or interpretation.</p>	<p><b>RI.8.9a</b> Explain discrepancies in information about the same topic in two or more sources.</p>	<p><b>RI.8.9b</b> Identify discrepancies in information about the same topic in two different sources.</p>	<p><b>RI.8.9c</b> Identify resources in two or more formats on the same topic (e.g., textbook, magazine, website, etc.).</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify and compare main ideas and overarching concepts in two or more texts.</li> <li>• Examine and compare text features for different forms of print (e.g., textbooks, magazines, websites, etc.) in two or more text.</li> <li>• Recognize that various texts can convey the same information</li> <li>• Examine and compare text features for different forms of print (e.g., textbooks, magazines, websites, etc.) in two or more text.</li> <li>• Identify the central idea in a text.</li> <li>• Actively engage with the sharing of the same or similar topics from two or more texts.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Range of Reading and Level of Text Complexity</b>				
<p><b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>RI.8.10a</b> Read and comprehend supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.</p>	<p><b>RI.8.10b</b> Read or participate in supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.</p>	<p><b>RI.8.10c</b> Actively engage in supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.</p>	<p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text.</li> <li>• Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text.</li> <li>• Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text.</li> </ul> <p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text.</li> <li>• Compare information, concept, experience or text structure presented in a given text to one's own prior knowledge.</li> <li>• Share prior knowledge related to a given information, concept, experience or text structure.</li> <li>• Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader, prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate)</li> <li>• Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading)</li> </ul> <p><b>Decoding / Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Actively engage in the reading of grade-level, informational text.</li> <li>• Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills</li> <li>• Actively engage with grade-level nonfiction.</li> <li>• Actively engage in sharing grade-level nonfiction using assistive technology tools as needed.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Writing</i>				
<b>Text Types and Purposes</b>				
<p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>a.</b> Establish a clear thesis statement to present an argument.</p> <p><b>b.</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically.</p> <p><b>c.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrate an understanding of the topic or text.</p> <p><b>d.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>e.</b> Establish and maintain a formal style.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>W.8.1a</b> Generate a text of one or more paragraphs on a topic. Provide an introduction, express a claim or argument, and organize relevant details to support the position.</p>	<p><b>W.8.1b</b> Compare two or more opinions on the same topic by providing an argument statement to support each claim.</p>	<p><b>W.8.1c</b> Express a claim or opinion in writing.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify the elements of persuasive writing (intro, body, and conclusion)</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish relevant facts from reasons when supporting a position</li> <li>• Identify personal claim and/or counterclaim to include in writing.</li> <li>• Define claim and counterclaim.</li> <li>• Identify personal position to include in writing.</li> <li>• Determine relevant facts in a text.</li> <li>• Identify evidence to support a position</li> <li>• Provide evidence/reasons to support your opinion</li> <li>• share an opinion</li> <li>• Actively engage in the sharing of opinions on a topic.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a.</b> Establish a clear thesis statement to present information.</p> <p><b>b.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p> <p><b>c.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>d.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>e.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>f.</b> Establish and maintain a formal style.</p> <p><b>g.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>W.8.2a</b> Generate an informative writing text using a formal style, including a topic sentence with supporting facts, details, and a concluding sentence.</p>	<p><b>W.8.2b</b> Introduce a topic and generate three factual sentences about it.</p>	<p><b>W.8.2c</b> Select a topic and provide a detail to support information about it.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Identify the key elements of an informative essay (intro, body, and conclusion).</li> <li>Identify the elements of a paragraph (topic sentence, details, and concluding statement).</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Distinguish between fact and opinion.</li> <li>Identify evidence to support a topic.</li> <li>Identify the purpose of an informative text.</li> <li>Actively engage in the sharing of facts on a topic or personal story.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>a.</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>b.</b> Use narrative techniques—such as dialogue, pacing, description, and reflection—to develop experiences, events, and/or characters.</p> <p><b>c.</b> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p><b>d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>e.</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>W.8.3a</b> Generate a text that includes narrative elements (e.g., dialogue, pacing, description); a logical sequence of events; and a conclusion (e.g., what was experienced, observed, or resolved).</p>	<p><b>W.8.3b</b> Generate a narrative text with a logical sequence of events, descriptive details, and a conclusion that reflects on the experience or resolves the conflict.</p>	<p><b>W.8.3c</b> Communicate a sequence of events based on personal experiences or events, including a logical conclusion.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Create dialogue to align with the sequential details.</li> <li>• Identify narrative techniques (e.g., dialogue, description, or reflection).</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Communicate story elements and capture in own writing.</li> <li>• Capture plot development in a narrative writing.</li> <li>• Capture setting in the narrative writing.</li> <li>• Develop characters and their roles in the narrative writing.</li> <li>• Map sequential details and ideas for the story (beginning, middle, and resolution).</li> <li>• identify how the conflict is resolved in a narrative writing.</li> <li>• identify a conflict in a narrative writing.</li> <li>• Communicate a sequence of events based on personal experiences or events.</li> <li>• Use tools to capture communication about stories in writing.</li> <li>• Actively engage in personal storytelling.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b><i>Production and Distribution of Writing</i></b>				
<p><b>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p><b>W.8.4a</b> Apply formal and informal language appropriate for each writing task.</p>	<p><b>W.8.4b</b> Organize sentences on a topic in a logical order, including an introductory sentence.</p>	<p><b>W.8.4c</b> Identify terms that can be used to introduce a topic or story.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between language used for each writing style (persuasive, informative, and narrative).</li> <li>• Identify the types of language used in persuasive, informative, and narrative writing.</li> <li>• Develop an outline or organized framework to demonstrate organization of writing.</li> <li>• Identify how to construct an outline or organized framework (e.g., Intro, thesis, topic sentences, etc.).</li> <li>• generate 2-3 sentences about a topic</li> <li>• choose a topic to communicate/generate text</li> <li>• Actively engage with writings with various purposes.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>W.8.5a</b> With guidance and support, plan, draft, and edit writing to convey a clear message for the intended purpose or audience.</p>	<p><b>W.8.5b</b> With guidance and support, edit simple sentences to improve their clarity for the intended purpose or audience.</p>	<p><b>W.8.5c</b> With guidance and support, recognize when the order of sentences should be revised.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Edit writing for intended purpose or audience.</li> <li>• Editing sentences with errors in capitalization and end punctuation.</li> <li>• Identify the rules for capitalization.</li> <li>• Identify the rules for ending punctuation.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish clear from unclear sentences in a writing according to the purpose or task.</li> <li>• Identify errors in own writing using text to speech tools when needed to hear writing for error review.</li> <li>• Practice ordering sentences, presented on individual strips of paper or digitally, into the time, plot or sequential order.</li> <li>• Practice ordering sentences, presented on individual strips of paper or digitally, into paragraph order.</li> <li>• Sequence a series of given events presented in picture or object form.</li> <li>• Actively engage in the sharing of text with and without errors in convention.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.8.6</b> Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.</p>	<p><b>W.8.6a</b> Use information from print or digital sources to generate several relevant sentences about a topic using collaboration.</p>	<p><b>W.8.6b</b> Use information from multiple print or digital sources to generate more than one sentence about a topic.</p>	<p><b>W.8.6c</b> Use information from print or digital sources to generate a simple sentence about a topic.</p>	<ul style="list-style-type: none"> <li>• Develop independence in the use of technology, including assistive technology, to research, produce and publish writing.</li> <li>• Determine which technology can assist with composing writing.</li> <li>• Examine text features of print and digital sources.</li> <li>• Use technology tools to review sentences for autocorrect errors.</li> <li>• Identify technology tools to review sentences for autocorrect errors</li> <li>• Actively participate in a shared writing experience using assistive technology tools.</li> <li>• Actively participate in the use of assistive technology to share ideas that will eventually be published as writing.</li> </ul>
<b>Research to Build and Present Knowledge</b>				
<p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><b>W.8.7a</b> Use two or more sources to answer a self-generated research question.</p>	<p><b>W.8.7b</b> Collect information from relevant sources to answer a question.</p>	<p><b>W.8.7c</b> Select and ask a question to gain information for research.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify how to cite sources.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish relevant sources from irrelevant sources.</li> <li>• Determine what constitutes a relevant source.</li> <li>• Determine the types of questions that require research.</li> <li>• Ask questions related to a given topic</li> <li>• Brainstorm a list of questions that would require research.</li> <li>• Actively participate in Q &amp; A.</li> <li>• Actively participate in selecting a topic for research.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</p>	<p><b>W.8.8a</b> Select relevant information from several reliable sources (e.g., websites that end in .gov or .org) and organize it to describe, explain, or expand knowledge on a topic.</p>	<p><b>W.8.8b</b> Select quotations from a source to support or summarize a topic.</p>	<p><b>W.8.8c</b> Match information from a source to a relevant topic.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify how to cite sources.</li> <li>• Identify the research process.</li> <li>• Identify how to organize research.</li> <li>• Distinguish relevant sources from irrelevant sources.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Locate a quotation from a text</li> <li>• Distinguish key ideas from irrelevant ideas within a source.</li> <li>• Distinguish relevant from irrelevant information on a topic</li> <li>• Identify the topic for writing.</li> <li>• Actively engage in shared review of sources on a chosen topic.</li> <li>• Engage with website to gain information on a topic.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply grade 8 reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as but not limited to the Bible and the Epic of Gilgamesh, including describing how the material is rendered new”).</p> <p><b>b.</b> Apply grade 8 reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p><b>W.8.9a</b> Select information from several relevant and reliable sources and organize it to describe, explain, and expand knowledge on a topic.</p>	<p><b>W.8.9b</b> Select quotations from a source to support or summarize a topic.</p>	<p><b>W.8.9c</b> Classify works of literary or historical significance as fiction or nonfiction.</p>	<p><b>Between the general standard and a:</b></p> <ul style="list-style-type: none"> <li>• Determine evidence that will support the claims in a text.</li> <li>• Identify a claim.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Locate quotes in a text</li> <li>• Identify literary or informational texts as fiction or nonfiction</li> <li>• Actively explore fiction and nonfiction sources on a chosen topic for writing.</li> <li>• Engage in shared fiction and nonfiction.</li> <li>• Engage with modern works of fiction. (myths, religious literary texts)</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Range of Writing</b>				
<p><b>W.8.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.8.10a</b> Write routinely for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.8.10b</b> Produce writing to complete a specific task within a given time frame.</p>	<p><b>W.8.10c</b> Participate in routine and varied writing activities.</p>	<ul style="list-style-type: none"> <li>• Actively participate in each step of the research, write, reflect/review, revise cycle.</li> <li>• Break large writing task into smaller segments of writing.</li> <li>• Capture thoughts and communications as writing</li> <li>• Use of assistive technology to share ideas that will eventually be published as writing.</li> <li>• Actively participate in a shared writing experience using assistive technology tools as needed.</li> <li>• Increase the number of communication expressions over given time period</li> <li>• Develop a formal mode of communication that is understood by others</li> <li>• Establish a mode of access for communication</li> <li>• Engage in expressive communications (gestures, facial expressions, utterances, choice making – gaze, direct select, switch)</li> <li>• Actively participate in shared writing.</li> <li>• Engage by actively listening to shared writing.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Speaking and Listening</i>				
<b>Comprehension and Collaboration</b>				
<p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>c.</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><b>d.</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views considering the evidence presented.</p>	<p><b>SL.8.1a</b> Ask and answer questions relevant to specific parts of the topic under discussion; share ideas and/or add details.</p>	<p><b>SL.8.1b</b> Follow rules of discussion; ask or answer questions to contribute to the discussion.</p>	<p><b>SL.8.1c</b> Actively listen to a small group of others and respond to questions.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• List the rules of discussion</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Sort key ideas from irrelevant ideas within a text.</li> <li>• Respond to verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.).</li> <li>• Demonstrate active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.).</li> <li>• Identify verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.)</li> <li>• Actively engage in verbal and/or nonverbal communication with peers.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><b>SL.8.2a</b> Summarize the main points of a presentation and show how the points support the speaker's motives.</p>	<p><b>SL.8.2b</b> Identify possible motives (e.g., social, commercial, political) behind a presentation.</p>	<p><b>SL.8.2c</b> Identify key details from presentations in various media.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Describe how the graphic influences the reader.</li> <li>Identify how the graphic/manipulative supports the topic.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of a presentation.</li> <li>Describe the meaning/purpose of the graphics.</li> <li>List the various purposes of a presentation.</li> <li>Sort key ideas from irrelevant ideas within a text.</li> <li>Actively engage in shared discussions using graphics and manipulatives to make choices.</li> <li>Engage with objects or images representing key details from media presentation.</li> </ul>
<p><b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><b>SL.8.3a</b> Identify a speaker's argument or claim and explain how the evidence provided supports the position.</p>	<p><b>SL.8.3b</b> Sort key details that were included in an argument as relevant or not relevant.</p>	<p><b>SL.8.3c</b> Identify a speaker's position or topic.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Identify perspective.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Distinguish main points versus details.</li> <li>Identify details shared by a speaker.</li> <li>Identify why the speaker is important.</li> <li>Identify the speaker.</li> <li>Actively engage in a guided discussion about the main points in an argument.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Presentation of Knowledge and Ideas</b>				
<p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>SL.8.4a</b> Express an opinion and provide valid information in a clear, coherent message, using appropriate social conventions.</p>	<p><b>SL.8.4b</b> Communicate a coherent message using appropriate details and social conventions (e.g., eye contact, voice tone, formal or informal language).</p>	<p><b>SL.8.4c</b> Communicate information using appropriate social conventions.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Distinguish the difference between facts and falsehoods.</li> <li>• Describe the importance of details in a text.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify the purpose of a text/presentation.</li> <li>• Identify verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.).</li> <li>• Respond to active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.).</li> <li>• Actively engage with various reading materials on a topic.</li> </ul>
<p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><b>SL.8.5a</b> Use two or more multimedia components to clarify information or support an opinion independently.</p>	<p><b>SL.8.5b</b> Add multimedia components to enhance a presentation.</p>	<p><b>SL.8.5c</b> With guidance and support, choose materials to illustrate points in a presentation.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Compare the different impacts various multimedia may have on presentations. (e.g., why a presentation should use audio rather than print).</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify the importance of multimedia in presentation.</li> <li>• Identify the many components of multimedia (e.g., text, audio, visual, or interactive).</li> <li>• Use assistive technology appropriately to create digital media.</li> <li>• Use assistive technology with digital media.</li> <li>• Identify the main idea(s) of a presentation</li> <li>• Actively engage in various multimedia formats on a chosen topic.</li> <li>• Engage with assistive technology.</li> <li>• Engage with images and objects that represent points in a presentation</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SL.8.6a</b> Communicate ideas or opinions using formal or informal language that is specific to the purpose or audience.	<b>SL.8.6b</b> Communicate multiple ideas of information specific to the purpose or audience.	<b>SL.8.6c</b> Effectively communicate in formal and informal conversations.	<b>Between b and c:</b> <ul style="list-style-type: none"> <li>• identify the purpose of a communication</li> <li>• Distinguish between formal and informal communication.</li> <li>• Demonstrate active listening skills.</li> <li>• Identify examples of active listening.</li> <li>• Actively engage (using any mode) in discussions with peers.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Language</i>				
<b>Conventions of Standard English</b>				
<p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p><b>b.</b> Form and use verbs in the active voice and passive voice.</p> <p><b>c.</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.</p> <p><b>d.</b> Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p><b>L.8.1a</b> Generate complex sentences forming varied sentence structures to make content interesting.</p>	<p><b>L.8.1b</b> Communicate using the conventions of standard English grammar, including</p> <p>Nouns, pronouns</p> <p>Verbs in active voice</p> <p>Prepositions</p> <p>Adjectives and adverbs</p> <p>Use a variety of sentence structures.</p>	<p><b>L.8.1c</b> Communicate using sentences using pictures, gestures, or AAC.</p>	<ul style="list-style-type: none"> <li>• Between the general standard and a:</li> <li>• Identify gerunds that end in -ing and are verbs used as nouns, which are the subjects, direct objects, indirect objects, or objects of the preposition in a sentence (e.g., Jenny bought new tennis shoes for hiking.).</li> <li>• Define gerunds.</li> <li>• Identify infinitives that are made up of to + a verb and are used as adjectives and nouns in a sentence (e.g. I want to go to the beach.).</li> <li>• Define participles (i.e., verbs used as adjectives, adverbs, or nouns in a sentence and end in -ing, -ed, -ed, -en, -t e.g., George threw the burnt chicken in the trash.).</li> <li>• Identify each verbal first by its ending, then its function.</li> <li>• Identify how words function in different ways in sentences.</li> <li>• Distinguish the difference between active and passive voice.</li> <li>• Identify which part of speech makes a sentence active or passive.</li> <li>• Identify how sentence structure plays a role in active and passive voice.</li> <li>• Between b and c:</li> <li>• Identify nouns and verbs in a sentence.</li> <li>• Label verbal as its part of speech in a sentence.</li> <li>• Identify the eight parts of speech, particularly nouns and verbs.</li> <li>• Explain how word endings change the meaning and function of the word.</li> <li>• Identify which parts of speech are used in each part of a sentence (e.g., Nouns can be used as subject, direct object, indirect object, object of the preposition).</li> <li>• Use any mode to communicate an idea, opinion, or event.</li> <li>• Actively engage in communication using sentences, pictures, or AAC/VOCA.</li> <li>• Show cues of readiness for communication. (i.e. lean forward, make eye contact, reach out, etc.)</li> <li>• Engage with communication partner(s).</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p><b>b.</b> Use an ellipsis to indicate an omission.</p> <p><b>c.</b> Spell words correctly.</p>	<p><b>L.8.2a</b> Generate sentences in a variety of structures, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC, VCe, VVC).</p>	<p><b>L.8.2b</b> Generate simple sentences that include correct conventions of capitalization, punctuation, and spelling of grade-level words using available tools and resources.</p>	<p><b>L.8.2c</b> Use capital letters and ending punctuation in sentences; spell phonetically regular words correctly.</p>	<p><b>Between the general standard and a:</b></p> <ul style="list-style-type: none"> <li>• Explain why ellipses are used in sentences.</li> <li>• Condense text by replacing nonessential phrases with ellipses.</li> </ul> <p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify when a comma is should be added to writing.</li> <li>• Describe the rules for using a comma in a sentence.</li> <li>• Read or listen to the reading of sentences to understand how fluency is impacted by the inclusion or deletion of punctuation.</li> <li>• Identify punctuation as a signal to indicate a pause or break in the flow of reading.</li> <li>• Recognize complete sentences from capital letter to end mark.</li> <li>• Demonstrate an understanding of basic spelling rules.</li> <li>• Identify the components of a complete sentence.</li> <li>• Distinguish between various sentence types.</li> <li>• Sort words by parts of speech.</li> <li>• Actively engage in reviewing multiple examples of proper capitalization, punctuation, and spelling.</li> <li>• Engage with punctuation and capital letters.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Knowledge of Language</b>				
<p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).</p> <p><b>b.</b> Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).</p>	<p><b>L.8.3a</b> Apply conventions of standard English specific to the purpose when speaking or writing.</p>	<p><b>L.8.3b</b> Apply conventions of standard English when speaking or writing.</p>	<p><b>L.8.3c</b> Use language in the student's preferred communication mode to share thoughts and feelings with others.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Define the different verb moods (i.e., indicative, imperative, interrogative, conditional, and subjunctive).</li> <li>• Identify how sentence structure plays a role in active and passive voice.</li> <li>• Change passive sentence to active by restructuring the sentence and the verb tense.</li> <li>• Explain how word endings change the meaning and function of the word.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish the difference between active and passive voice.</li> <li>• Identify which part of speech makes a sentence active or passive.</li> <li>• Identify the verbs in a passive sentence.</li> <li>• Use verbs in communications when writing or speaking.</li> <li>• List common verbs.</li> <li>• Identify verbs while reading, or listening.</li> <li>• Identify parts of speech, particularly verbs and their functions in a sentence.</li> <li>• Actively engage (through any mode of communication) in a conversation with one participant.</li> <li>• Engage with communication partner.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Vocabulary Acquisition and Use</b>				
<p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p><b>c.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>L.8.4a</b> Use context clues, word structure, or reference materials to determine the meaning of unknown words, including multiple-meaning words or phrases.</p>	<p><b>L.8.4b</b> Use sentence or paragraph-level context to determine the meaning of unfamiliar or multiple-meaning words or phrases.</p>	<p><b>L.8.4c</b> Determine the meaning of a word.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Define denotation.</li> <li>• Define roots and affixes.</li> <li>• Use a dictionary to find the definition of a word.</li> <li>• Label the parts of a dictionary definition.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Recognize that the synonyms of a word found in a thesaurus indicate various connotations of the original word.</li> <li>• Define synonym.</li> <li>• identify the meaning of a word based on sentence or paragraph level context</li> <li>• Identify words represented in text or visually that have multiple meanings.</li> <li>• Determine which connotation is appropriate to use in a sentence based on the sentence's context.</li> <li>• Determine the meaning of an unknown word without using reference materials (e.g., Greek and Latin roots and affixes, word association).</li> <li>• Match an object or picture to a word to convey correct meaning.</li> <li>• Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p><b>b.</b> Use the relationship between particular words to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p><b>L.8.5a</b> Explain the meaning of figurative language (e.g., similes, metaphors, idioms).</p>	<p><b>L.8.5b</b> Identify the difference between literal and nonliteral meanings of words based on their use in context.</p>	<p><b>L.8.5c</b> Identify connections between words and their uses.</p>	<ul style="list-style-type: none"> <li>• Define denotation (dictionary definition) and connotation (alternate meanings based on feelings associated with a word).</li> <li>• Identify when a word or phrase is being used in a non-literal way.</li> <li>• Identify multiple meanings of words.</li> <li>• Identify words that share meaning.</li> <li>• Identify words with conceptual differences (e.g., hot/cold).</li> <li>• Match non-literal meanings (connotations) to words (denotations).</li> <li>• Communicate using any mode using various alternate-meaning and denotative word choices.</li> <li>• Using words with hidden meanings paired with graphic or tactile representations.</li> </ul>
<p><b>L.8.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>L.8.6a</b> Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing.</p>	<p><b>L.8.6b</b> Use grade-level, age-appropriate academic and content-specific words and phrases in conversations.</p>	<p><b>L.8.6c</b> Communicate using words and phrases acquired through interactions with others.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate domain-specific words for writing or speaking.</li> <li>• Match grade-level subject specific words to their meanings using any form, including images or objects.</li> <li>• Engage with grade-level peers, and adults to gain age-appropriate word exposure.</li> <li>• Engage with a communication partner.</li> </ul>

# Extended Standards with Learning Progressions for English Language Arts, High School

## Grade 9 & 10

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
Most Complex <span style="float: right;">←</span> <span style="float: right;">→</span> Least Complex				
<i>Reading Standards for Literature</i>				
<b>Key Ideas and Details</b>				
<b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.9-10.1a</b> Cite details from text to support the answers to literal and inferential questions using grade level appropriate text.	<b>RL.9-10.1b</b> Cite details from the text to support the answers to literal questions.	<b>RL.9-10.1c</b> Identify details that are stated in the text.	<b>Between a and b:</b> <ul style="list-style-type: none"> <li>• Answer questions that are logically derived (inferred) from the text.</li> </ul> <b>Between b and c:</b> <ul style="list-style-type: none"> <li>• Answer factual (literal) questions about a text</li> <li>• Distinguish between the main points and details in a text.</li> <li>• Identify the main focus of the text.</li> <li>• Identify the setting.</li> <li>• Identify characters in the text.</li> <li>• Actively engage in the experience of reading a literary text</li> <li>• Actively engage in the experience of reading a literary text</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RL.9-10.2</b> Analyze literary text development.</p> <p><b>a.</b> Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.</p> <p><b>b.</b> Provide an objective summary of the text that includes the theme and relevant story elements.</p>	<p><b>RI.9-10.2a</b> Summarize a central idea in a text, including the main topic and how the details impact ideas.</p>	<p><b>RL.9-10.2b</b> Identify the theme of a text and support it with main events and details.</p>	<p><b>RL.9-10.2c</b> Sequence main events in relation to a stated theme using a grade-level/age-appropriate text.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify the problem the characters are facing.</li> <li>• Match main events with details from a text as related to the theme.</li> <li>• Explain how the problem is resolved in the text.</li> <li>• Identify 1-2 overarching concepts in the story.</li> <li>• Identify the main characters.</li> <li>• Identify where the story takes place.</li> <li>• Actively engage in discussing one or more of the events in a story.</li> <li>• Actively engage in discussing one or more of the events in a story.</li> </ul>
<p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><b>RI.9-10.3a</b> Explain connections among events, ideas, individuals or steps in text.</p>	<p><b>RL.9-10.3b</b> Identify and describe how a character's traits, motivations, or feelings contribute to the resolution of the story.</p>	<p><b>RL.9-10.3c</b> Match an action to the resolution of a problem in a story.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify the relationships between multiple characters.</li> <li>• Explain how the characters resolve the problem in the story.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Match characters to the previously identified problem areas in the plot.</li> <li>• Identify which characters are instrumental in resolving the problem.</li> <li>• Identify the internal needs of the characters.</li> <li>• Identify areas of the plot that apply to the problem in the story.</li> <li>• Identify the problem occurring in the story.</li> <li>• Identify the characters involved in the problem in the story.</li> <li>• Identify the characters in the story.</li> <li>• Actively engage during the retelling of a story.</li> <li>• Actively engage during the retelling of a story.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Craft and Structure</b>				
<p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place an emotion, or sets a formal or informal tone).</p>	<p><b>RL.9-10.4a</b> Determine the meaning of words and phrases as they are used in a text; analyze figurative language, connotation, and tone within a text.</p>	<p><b>RL.9-10.4b</b> Determine the meaning of words or phrases based on the impact and how they are used in a text.</p>	<p><b>RL.9-10.4c</b> Match pictures to words or phrases based on how they are used in a text that specifically address the mood (e.g., match a picture of a sad face with the phrase “sat with his head down”).</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Describe the difference between mood and tone.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify how words in the text impact feelings.</li> <li>Identify how the author uses certain words and phrases to evoke feelings. about the text.</li> <li>Distinguish the difference between literal and nonliteral language.</li> <li>Identify multiple meanings of words and phrases related to the emotions of the characters or narrator.</li> <li>Actively engage with mood-related pictures.</li> <li>Actively engage with mood-related pictures.</li> </ul>
<p><b>RL.9-10.5</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create effects such as mystery, tension, or surprise.</p>	<p><b>RL.9-10.5a</b> Explain how the author’s use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text.</p>	<p><b>RL.9-10.5b</b> Describe how the author’s use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text.</p>	<p><b>RL.9-10.5c</b> Identify the effects of a text on the reader (e.g., funny, sad, surprised).</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Describe the flashbacks the author uses in the story.</li> <li>Define pacing and flashbacks as it relates to literary text.</li> <li>Identify how pacing impacts the plot.</li> <li>Identify how flashbacks impact the plot.</li> <li>Describe the feelings evoked when reading the text.</li> <li>Identify the character’s feelings as a result of the events that occur within the text.</li> <li>Actively engage with stories about characters’ feelings.</li> <li>Actively engage with stories about characters’ feelings.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>RL.9-10.6</b> Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<b>RL.9-10.6a</b> Explain the differences between cultural experiences in a story or drama from the United States and another country.	<b>RL.9-10.6b</b> Explain similarities between cultural experiences in a story or drama from the United States and another country.	<b>RL.9-10.6c</b> Identify cultural experiences in a story or drama from outside the United States.	<b>Between b and c:</b> <ul style="list-style-type: none"> <li>• Define what is meant by similarities and differences.</li> <li>• Identify what elements of the story relate to or reference cultural experiences</li> <li>• Distinguish the various traits present in U.S. literature and literature from other cultures.</li> <li>• Identify the narrator in the literary texts being read.</li> <li>• Identify how characters feel about themselves, events, or other characters in the stories</li> <li>• Actively engage with stories about other cultures.</li> <li>• Actively engage with stories about other cultures.</li> </ul>
<b>Integration of Knowledge and Ideas</b>				
<b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., W. H. Auden's "Musée des Beaux Arts" and Pieter Breughel's Landscape with the Fall of Icarus).	<b>RL.9-10.7a</b> Explain how multiple interpretations of a story are connected.	<b>RL.9-10.7b</b> Describe multiple interpretations of a story.	<b>RL.9-10.7c</b> Identify key similarities or differences between print and other artistic media (e.g., poem/song and painting/statue).	<b>Between b and c:</b> <ul style="list-style-type: none"> <li>• Trace the plot of a story.</li> <li>• Compare various artistic mediums of a subject.</li> <li>• Compare and contrast two different mediums of a subject or text.</li> <li>• Actively engage with two different media formats of a story.</li> <li>• Actively engage with two different media formats of a story.</li> </ul>
<b>RL.9-10.8</b> (Not applicable to literature)				(Not applicable to literature)

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>RL.9-10.9</b> Analyze how an author alludes to and transforms source material in a specific work (e.g., how William Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).</p>	<p><b>RL.9-10.9a</b> Explain the similarities and differences in how an author changes a text based on the original source material.</p>	<p><b>RL.9-10.9b</b> Describe events from two or more texts from a specific time period.</p>	<p><b>RL.9-10.9c</b> Identify events from two or more texts from a specific time period.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify the theme in U.S. primary documents.</li> <li>• Identify main ideas and overarching concepts in U.S. seminal documents.</li> <li>• Identify the theme or concept related to individual historical U.S. documents.</li> <li>• Define theme.</li> <li>• Identify historical U.S. documents. (Gettysburg Address, Constitution, Declaration of Independence, etc.)</li> <li>• Actively engage with the sharing of the same or similar topics from two or more U.S. documents.</li> <li>• Actively engage with the sharing of the same or similar topics from two or more U.S. documents.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Range of Reading and Level of Text Complexity</b>					
<p><b>RL.9-10.10</b> By the end of grade 9, read and comprehend literature—including stories, dramas, and poems—in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of a complex text. By the end of grade 10, read and comprehend literature—including stories, dramas, and poems—at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of a complex text.</p>	<p><b>RL.9-10.10a</b> Read grade-level/ age-appropriate, adapted literature materials.</p>	<p><b>RL.9-10.10b</b> Read supported grade-level/age-appropriate, adapted literature materials.</p>	<p><b>RL.9-10.10c</b> Actively participate in supported grade-level/ age-appropriate, adapted literature materials.</p>	<p><b>Historical and Cultural Connections</b></p> <ul style="list-style-type: none"> <li>• Compare personal experiences with cultural references in text.</li> <li>• Define cultures in a text as having to do with human intellectual achievement.</li> <li>• Compare personal experiences with historical references in text.</li> <li>• Define historical representations in a text as having to do with factual past events.</li> </ul> <p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text.</li> <li>• Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text.</li> <li>• Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text.</li> </ul> <p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text.</li> <li>• Compare information, concept, experience or text structure presented in a given text to one's own prior knowledge.</li> <li>• Share prior knowledge related to a given information, concept, experience or text structure.</li> <li>• Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader,</li> </ul>	<p>prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate)</p> <ul style="list-style-type: none"> <li>• Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading)</li> </ul> <p><b>Text-to-Text, Text-to-Self, Text-to-World Connections / Comparisons</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a purpose for reading by making text connections (text-to-self, text-to-text, text-to-world) before, during or after reading.</li> <li>• Identify text-to-world connection related to a specific text.</li> <li>• Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media...")</li> <li>• Acknowledge that people, places and events are broader than one's own experiences.</li> </ul> <p><b>Decoding / Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Actively engage in the reading of grade-level, literary text. (stories, dramas, and poems)</li> <li>• Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills</li> <li>• Actively engage with grade-level stories, dramas, and poems.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Reading Standards for Informational Text</i>				
<b>Key Ideas and Details</b>				
<p><b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RI.9-10.1a</b> Cite details from the text to support the answers to literal and inferential questions using a grade-level/age-appropriate text.</p>	<p><b>RI.9-10.1b</b> Cite details from the text to support the answers to literal questions.</p>	<p><b>RI.9-10.1c</b> Answer literal questions from the text.</p>	<ul style="list-style-type: none"> <li>• Answer questions that are logically derived (inferred) from the text.</li> <li>• Answer factual (literal) questions about a text.</li> <li>• Define the term literal.</li> <li>• Distinguish between explicitly stated details and an inference.</li> <li>• Identify characteristics of an inferential question.</li> <li>• Identify details about a topic from the text.</li> <li>• Identify the topic of the text.</li> <li>• Actively engage in the reading of informational text.</li> <li>• Engage with images or objects that represent details from the text.</li> <li>• Actively engage in the reading of informational text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RI.9-10.2</b> Analyze informational text development.</p> <p><b>a.</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.</p> <p><b>b.</b> Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</p>	<p><b>RI.9-10.2a</b> Summarize a central ideas in a text, including the main topic and how the details impact ideas.</p>	<p><b>RI.9-10.2b</b> Identify the topic of a text and support it with central ideas and details.</p>	<p><b>RI.9-10.2c</b> Organize main ideas related to the central idea of a text using maps, bar graphs, or Venn diagrams.</p>	<p><b>Between general standard and a:</b></p> <ul style="list-style-type: none"> <li>Describe the characteristics of an objective summary. (the resume of the writer including goals, skills and qualifications)</li> <li>Describe what a summary includes/excludes.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify details about the topic.</li> <li>Identify the topic of the text.</li> <li>Use maps, bar graphs, venn diagrams or other graphic organizer to develop and support the understanding of main ideas, central ideas and topics within text.</li> <li>Select and extract information from text and place into specific areas of a graphic organizer.</li> <li>Match graphic organizer with its function.</li> <li>Identify specific graphic organizers by name.</li> <li>Distinguish between main ideas (topic of a paragraph or segment of the text, or a summary of a section of text) and central idea (unifying theme or universal truth across text and is supported by the setting and the characters - most often found in informational text) in the text.</li> <li>Identify details in the text that support the main idea.</li> <li>Identify the main idea in the text.</li> <li>Identify the central idea in reference to informational text.</li> <li>Identify details within paragraphs in text.</li> <li>Identify graphic organizers such as: maps, bar graphs or Venn diagrams.</li> <li>Actively engage during the sharing of a sentence or paragraph from informational text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<b>RI.9-10.3a</b> Explain connections among events, ideas, individuals, or steps in a text.	<b>RI.9-10.3b</b> Identify connections between two events, ideas, individuals, or steps in a text.	<b>RI.9-10.3c</b> Identify steps, ideas, or events in a text.	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Sequence ideas or events from text.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between distinguish between events, ideas, individuals and steps in text.</li> <li>• Identify events, ideas, individuals and steps in text.</li> <li>• Distinguish between distinguish between events, ideas, and steps in text.</li> <li>• Actively engage in the sharing of the text.</li> <li>• Engage with images or objects representing ideas, individuals or events from text.</li> </ul>
<b>Craft and Structure</b>				
<b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<b>RI.9-10.4a</b> Determine the meaning of words and phrases as they are used in a text; analyze figurative language, connotation, and technical terms within a text.	<b>RI.9-10.4b</b> Explain how the authors' word choice affects the tone of a text.	<b>RI.9-10.4c</b> Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of rain or snow with the word precipitation).	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify multiple meanings of words and phrases related to the topic.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify how the author uses certain words and phrases to set the tone of the text.</li> <li>• Identify how words in the text impact meaning in the text.</li> <li>• Explain the difference between literal and nonliteral language</li> <li>• Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words in a text.</li> <li>• Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words in a text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RI.9-10.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p><b>RI.9-10.5a</b> Explain how the author's use of various structures (e.g., sentences, paragraphs, chapters) contributes to the intent of the text.</p>	<p><b>RI.9-10.5b</b> Determine how the structure of the text (e.g., sentences, paragraphs) contributes to the effectiveness of the text.</p>	<p><b>RI.9-10.5c</b> Identify the intent of the text for the reader (e.g., inform, persuade).</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between sentences, paragraphs, and larger portions of text.</li> <li>• Identify the characteristics of either informative or persuasive intent within text.</li> <li>• Identify characteristics of both informative and persuasive text.</li> <li>• Identify different text types. (informative, persuasive)</li> <li>• Identify the ideas and/or claims appear in the paragraphs of the text.</li> <li>• Identify how the author uses the text to inform (via ideas) or persuade (via claims) the reader.</li> <li>• Distinguish between ideas and claims.</li> <li>• Actively engage in the sharing of different types of informational text.</li> <li>• Actively engage in the sharing of different types of informational text.</li> </ul>
<p><b>RI.9-10.6</b> Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.</p>	<p><b>RI.9-10.6a</b> Describe how the author uses words and phrases to develop a perspective.</p>	<p><b>RI.9-10.6b</b> Determine which sentences and paragraphs in a text provide an author's perspective.</p>	<p><b>RI.9-10.6c</b> Identify the author's purpose in a text.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify words in the text that are specific to the text topic.</li> <li>• Define the different types of author's purpose.</li> <li>• Identify the topic of the text.</li> <li>• Actively engage in the sharing of informational texts with various purposes.</li> <li>• Actively engage in the sharing of informational texts with various purposes.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Integration of Knowledge and Ideas</b>				
<p><b>RI.9-10.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p><b>RI.9-10.7a</b> Explain the effect of the similarities and differences between print and multimedia presentations of the same topic or idea.</p>	<p><b>RI.9-10.7b</b> Describe key similarities and differences within print and multimedia presentations of the same topic or idea.</p>	<p><b>RI.9-10.7c</b> Identify key details that depict differences in print and multimedia presentations of the same topic or idea.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast print and multimedia presentations of the same topic.</li> <li>• Identify various print and multimedia depictions of the same topic.</li> <li>• Identify overlapping concepts or ideas in various text.</li> <li>• Identify the key details in the text.</li> <li>• Actively engage with two different media formats on the same topic.</li> <li>• Actively engage with two different media formats on the same topic.</li> </ul>
<p><b>RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>RI.9-10.8a</b> Determine whether information is relevant to and sufficient for supporting a claim; explain when reasoning is fallacious or incomplete.</p>	<p><b>RI.9-10.8b</b> Identify relevant and irrelevant statements about a topic or claim.</p>	<p><b>RI.9-10.8c</b> Recognize relevant and irrelevant statements about a topic.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Describe why a statement's reasoning is false.</li> <li>• Describe how to determine if a statement is true or false.</li> <li>• Sort examples as relevant or irrelevant statements about a given topic.</li> <li>• Actively engage in various graphic and tactile representations of different topics.</li> <li>• Actively engage in various graphic and tactile representations of different topics.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>RI.9-10.9</b> Analyze seminal documents of historical and literary significance to the United States (e.g., George Washington's Farewell Address, Abraham Lincoln's Gettysburg Address, Franklin D. Roosevelt's "Four Freedoms" speech, Martin Luther King Jr.'s "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	<p><b>RI.9-10.9a</b> Determine the themes or concepts addressed in documents of historical and/or literary significance to the United States.</p>	<p><b>RI.9-10.9b</b> Identify the importance of documents of historical and/or literary significance to the United States.</p>	<p><b>RI.9-10.9c</b> Match documents of historical and/or literary significance to the United States to a related theme or concept.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify the theme in U.S. primary documents.</li> <li>• Identify main ideas and overarching concepts in U.S. seminal documents.</li> <li>• Identify the theme or concept related to individual historical U.S. documents.</li> <li>• Define theme.</li> <li>• Identify historical U.S. documents. (Gettysburg Address, Constitution, Declaration of Independence, etc.)</li> <li>• Actively engage with the sharing of the same or similar topics from two or more U.S. documents.</li> <li>• Actively engage with the sharing of the same or similar topics from two or more U.S. documents.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Range of Reading and Level of Complexity</b>					
<p><b>RL.9-10.10</b> By the end of grade 9, read and comprehend literature—including stories, dramas, and poems—in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex texts.</p> <p>By the end of grade 10, read and comprehend literature—including stories, dramas, and poems—at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex texts.</p>	<p><b>RI.9-10.10a</b> Read grade-level/ age-appropriate, adapted informational or technical texts.</p>	<p><b>RI.9-10.10b</b> Read supported grade-level/age-appropriate, adapted informational or technical texts.</p>	<p><b>RI.9-10.10c</b> Actively participate in supported grade-level/ age-appropriate, adapted informational or technical texts.</p>	<p><b>Historical and Cultural Connections</b></p> <ul style="list-style-type: none"> <li>• Compare personal experiences with cultural references in text.</li> <li>• Define cultures in a text as having to do with human intellectual achievement.</li> <li>• Compare personal experiences with historical references in text.</li> <li>• Define historical representations in a text as having to do with factual past events.</li> </ul> <p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text.</li> <li>• Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text.</li> <li>• Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text.</li> </ul> <p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text.</li> <li>• Compare information, concept, experience or text structure presented in a given text to one's own prior knowledge.</li> <li>• Share prior knowledge related to a given information, concept, experience or text structure.</li> <li>• Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader,</li> </ul>	<p>prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate)</p> <ul style="list-style-type: none"> <li>• Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading)</li> </ul> <p><b>Text-to-Text, Text-to-Self, and Text-to-World Connections / Comparisons</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a purpose for reading by making text connections (text-to-self, text-to-text, text-to-world) before, during or after reading.</li> <li>• Identify text-to-world connection related to a specific text.</li> <li>• Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media...")</li> <li>• Acknowledge that people, places and events are broader than one's own experiences.</li> </ul> <p><b>Decoding / Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Actively engage in the reading of grade-level, literary text. (stories, dramas, and poems)</li> <li>• Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills</li> <li>• Actively engage with grade-level stories, dramas, and poems.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Writing</i>				
<b>Text Types and Purposes</b>				
<p><b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>a.</b> Establish a clear and thorough thesis to present an argument.</p> <p><b>b.</b> Introduce precise claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>c.</b> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p><b>d.</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>W.9-10.1a</b> Generate a written position and provide persuasive evidence from the text to support the position using argument, claim, and counterclaim using a template.</p>	<p><b>W.9-10.1b</b> Generate a written position by selecting reasons and relevant facts from the text to support a topic using a template.</p>	<p><b>W.9-10.1c</b> Generate a written position on a specific topic with relevant facts from the text using a template.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify claim and counterclaim in a text.</li> <li>• Define claim and counterclaim.</li> <li>• Identify evidence to support a position.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish relevant facts from reasons when supporting a position.</li> <li>• Identify the purpose of a persuasive writing.</li> <li>• Identify various positions in a text.</li> <li>• Determine relevant facts in a text.</li> <li>• Identify the elements of persuasive writing (intro, body, and conclusion)</li> <li>• Actively engage in the sharing of opinions on a topic.</li> <li>• Actively engage in the sharing of opinions on a topic.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>a.</b> Establish a clear and thorough thesis to present information.</p> <p><b>b.</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.</p> <p><b>c.</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>d.</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>e.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>f.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>g.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>W.9-10.2a</b> Generate/write a text of one or more paragraphs on a topic. Provide an introduction with a thesis statement and logically organize details, using appropriate transitions and domain-specific terms. Include examples, definitions, charts, or tables as appropriate. Provide a concluding statement with support and/or graphic organizers.</p>	<p><b>W.9-10.2b</b> Generate a written text on a topic, including a topic sentence and conclusion.</p>	<p><b>W.9-10.2c</b> Generate a written text that communicates facts and details on a given topic.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify the purpose of a thesis statement</li> <li>• Identify text features that help to organize writing and support the reader. (i.e. table of contents, figures, multimedia, transitions, headings, charts, bolded vocabulary, and graphics, glossary, etc.)</li> <li>• Identify the key elements of an informative essay (intro, body, and conclusion).</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Use a sentence frame or other scaffold, as needed, to generate a sentence.</li> <li>• Identify the required elements of a sentence.</li> <li>• Identify the topic to be included within a topic and concluding sentence.</li> <li>• Identify the structure and elements within a paragraph. (topic sentence, sentences containing supporting details, concluding statement.</li> <li>• Select facts and details from a reliable source to include in writing about a given topic.</li> <li>• Identify the purpose of an informative text.</li> <li>• Actively engage in the sharing of facts on a topic or personal story.</li> <li>• Actively engage in the sharing of facts on a topic or personal story.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>a.</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p><b>b.</b> Use narrative techniques—such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters.</p> <p><b>c.</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p><b>d.</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>e.</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>W.9-10.3a</b> Relate a personal experience or tell a story in writing that includes a setting, characters, and a logical sequence of events. Include narrative techniques such as description, reflection, or dialogue.</p>	<p><b>W.9-10.3b</b> Relate a personal experience or tell a story in writing that includes a setting, characters, and a logical sequence of events that expand to include setting in the beginning section, events that illustrate the problem in the middle section, and an ending that provides a resolution.</p>	<p><b>W.9-10.3c</b> Relate a personal experience using pictures, words, and/or sentences. Include a beginning, middle, and end that expand to include setting in the beginning section, events that illustrate the problem in the middle section, and an ending that provides a resolution.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify narrative techniques (e.g., dialogue, description, or reflection)</li> <li>• Create dialogue to align with the sequential details.</li> <li>• Actively engage in personal storytelling.</li> <li>• Map sequential details and ideas for the story (beginning, middle, and resolution).</li> <li>• Identify plot development</li> <li>• Identify setting in relation to the story.</li> <li>• Identify characters and roles in the story.</li> <li>• Use/select/create pictures that represent story details.</li> <li>• Recall a personal story or experience.</li> <li>• Engage with a storyteller.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b><i>Production and Distribution of Writing</i></b>				
<p><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>W.9-10.4a</b> Generate writing that uses language or style that is appropriate for persuasive, informative, or narrative tasks.</p>	<p><b>W.9-10.4b</b> Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks.</p>	<p><b>W.9-10.4c</b> Recognize whether a passage is persuasive, informative, or narrative.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Develop an outline using objects, images or text to demonstrate organization of writing.</li> <li>• Identify elements within an outline including: intro, thesis, topic sentences, supporting details, etc.,).</li> <li>• Distinguish between language used for each writing style (persuasive, informative, and narrative).</li> <li>• Identify the types of language used in persuasive, informative, and narrative writing.</li> <li>• Identify the purpose of persuasive, informative and narrative writing.</li> <li>• Actively engage with texts with various purposes.</li> <li>• Actively engage with texts with various purposes.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p>	<p><b>W.9-10.5a</b> Edit and revise sentences to provide correct capitalization and ending punctuation, accurate terms, and appropriate style of a persuasive, informative, or narrative task.</p>	<p><b>W.9-10.5b</b> Edit and revise sentences to strengthen the overall meaning of a persuasive, informative, or narrative task with guidance and support.</p>	<p><b>W.9-10.5c</b> Edit and revise written text to provide correct capitalization and ending punctuation, accurate terms, and the conventions of a persuasive, informative, or narrative task.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Edit paragraphs for conventions.</li> <li>• Identify various styles in multiple texts.</li> <li>• Define style as demonstrated in various types of writing (persuasive, informative, and narrative).</li> <li>• Edit sentences with errors in capitalization and end punctuation.</li> <li>• Identify errors in won writing.</li> <li>• Identify the rules for capitalization.</li> <li>• Identify the rules for ending punctuation.</li> <li>• Revise sentences to clarify the meaning of writing task.</li> <li>• Distinguish sentences that are clear in meaning-- according to the task.</li> <li>• Actively engage in the sharing of text with and without errors in convention.</li> <li>• Actively engage in the sharing of text with and without errors in convention.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>W.9-10.6a</b> Use assistive technology or other digital tools to generate a paragraph on a topic.</p>	<p><b>W.9-10.6b</b> Use assistive technology or other digital tools to generate several relevant sentences about a topic.</p>	<p><b>W.9-10.6c</b> Use assistive technology or other digital tools to generate simple sentences about a topic.</p>	<ul style="list-style-type: none"> <li>• Develop independence in the use of technology, including assistive technology, for communication, writing and research.</li> <li>• Determine which technology can assist with composing writing.</li> <li>• Use technology tools to review sentences for autocorrect errors.</li> <li>• Identify technology tools to review sentences for autocorrect errors</li> <li>• Actively participate in a shared writing experience using assistive technology tools.</li> <li>• Actively participate in the use of assistive technology to share ideas that will eventually be published as writing.</li> <li>• Actively participate in a shared writing experience using assistive technology tools.</li> <li>• Actively participate in the use of assistive technology to share ideas that will eventually be published as writing.</li> </ul>
<b>Research to Build and Present Knowledge</b>				
<p><b>W.9-10.7</b> Conduct short as well as sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>W.9-10.7a</b> Collect information from relevant sources to find the answer to a question or solve a problem.</p>	<p><b>W.9-10.7b</b> Select one or more relevant sources to find the answer to a question or solve a problem.</p>	<p><b>W.9-10.7c</b> Identify a question of interest for research and select a source to gather information on that topic.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish relevant sources from irrelevant sources.</li> <li>• Determine what constitutes a relevant source.</li> <li>• Identify how to cite sources.</li> <li>• Select relevant information from a source related to research question.</li> <li>• Select sources for research.</li> <li>• Determine the types of questions that require research.</li> <li>• Actively participate in selecting a topic for research.</li> <li>• Actively participate in selecting a topic for research.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>W.9-10.8a</b> Gather information from a range of sources to address a topic, describe an idea, or support an argument. Organize the information into a cohesive report and cite sources using a template for guidance.</p>	<p><b>W.9-10.8b</b> Sort gathered information into relevant/irrelevant categories and cite sources using a template for guidance.</p>	<p><b>W.9-10.8c</b> Identify one or more sources that are likely to provide relevant information about a topic or idea.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify the research process.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify how to organize research.</li> <li>• Identify how to cite sources.</li> <li>• Distinguish relevant sources from irrelevant sources.</li> <li>• Identify characteristics of a relevant source.</li> <li>• Actively engage in shared review of sources on a chosen topic.</li> <li>• Actively engage in shared review of sources on a chosen topic.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.9-10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply grades 9–10 reading standards to literature (e.g., “Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p><b>b.</b> Apply grades 9–10 reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p><b>W.9-10.9a</b> Use evidence from grade-level/age-appropriate fiction or nonfiction text to support a written text.</p>	<p><b>W.9-10.9b</b> Select evidence from grade-level/age-appropriate source material to support a written text.</p>	<p><b>W.9-10.9c</b> Identify whether a fiction or nonfiction text source will support writing.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Determine evidence that will support the claims in a text.</li> <li>• Actively explore fiction and nonfiction sources on a chosen topic for writing.</li> <li>• Identify whether or not a text is aligned to a specific claim or theme used to analyse, reflect, or research a topic.</li> <li>• Identify a claim in a text.</li> <li>• Identify the theme in a text.</li> <li>• Engage in shared fiction and nonfiction.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Range of Writing</b>				
<p><b>W.9-10.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>W.9-10.10a</b> Write routinely for a range of discipline specific task, purposes, and audiences.</p>	<p><b>W.9-10.10b</b> Participate routinely in supported writing activities for a range of tasks.</p>	<p><b>W.9-10.10c</b> Participate in shared writing.</p>	<ul style="list-style-type: none"> <li>• Break large writing task into smaller segments of writing.</li> <li>• Capture thoughts and communications as writing</li> <li>• Use of assistive technology to share ideas that will eventually be published as writing.</li> <li>• Actively participate in a shared writing experience using assistive technology tools as needed.</li> <li>• Increase the number of communication expressions over given time period</li> <li>• Develop a formal mode of communication that is understood by others</li> <li>• Establish a mode of access for communication</li> <li>• Engage in expressive communications (gestures, facial expressions, utterances, choice making – gaze, direct select, switch)</li> <li>• Actively participate in shared writing.</li> <li>• Engage by actively listening to shared writing.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Speaking and Listening</b>				
<b>Comprehension and Collaboration</b>				
<p><b>SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>a.</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from the texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>b.</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views), clear goals and deadlines, and individual roles as needed.</p> <p><b>c.</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><b>d.</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections considering the evidence and reasoning presented.</p>	<p><b>SL.9-10.1a</b> Initiate and participate in discussions about grade-level/age-appropriate topics or text with a diverse range of partners. Form and express an opinion on a topic. Respond thoughtfully to the comments of others. Participate in the setting of goals, establishing roles, and clarifying conclusions.</p>	<p><b>SL.9-10.1b</b> Participate in discussions about grade-level/age-appropriate topics or text. Share personal ideas on a topic. Pose and respond to specific questions to participate in a discussion.</p>	<p><b>SL.9-10.1c</b> Actively participate in conversational exchanges about grade-level/age-appropriate topics or text. Respond to questions, comments, and exchanges of others when prompted.</p>	<ul style="list-style-type: none"> <li>• Identify verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.).</li> <li>• Respond to verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.).</li> <li>• Demonstrate active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.).</li> <li>• Actively engage in verbal and/or nonverbal communication with peers.</li> <li>• Actively engage in verbal and/or nonverbal communication with peers.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><b>SL.9-10.2a</b> Categorize information provided from multiple sources as accurate or inaccurate, relevant or irrelevant. Explain how the accuracy of the information might affect the solution to a problem.</p>	<p><b>SL.9-10.2b</b> Compare and contrast information from two or three sources to make a personal decision or solve a problem.</p>	<p><b>SL.9-10.2c</b> Use information from various sources to make a personal choice or decision.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Describe how information from a source can aid in making a decision or solving a problem.</li> <li>• Describe the purpose of a graphic or manipulative.</li> <li>• Match graphics/manipulatives to its meaning.</li> <li>• Actively engage in shared discussions using graphics and manipulatives to make choices.</li> <li>• Actively engage in shared discussions using graphics and manipulatives to make choices.</li> </ul>
<p><b>SL.9-10.3</b> Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>SL.9-10.3a</b> Explain a speaker's perspective and cite relevant and irrelevant support that the speaker provides.</p>	<p><b>SL.9-10.3b</b> Identify a speaker's perspective and cite relevant support.</p>	<p><b>SL.9-10.3c</b> Identify a speaker's perspective.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Distinguish main points versus details</li> <li>• Identify details in a text or speech.</li> <li>• Describe why identifying the speaker is important.</li> <li>• Define perspective.</li> <li>• Identify the speaker.</li> <li>• Actively engage in a guided discussion about the main points in a text.</li> <li>• Actively engage in a guided discussion about the main points in a text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Presentation of Knowledge and Ideas</b>				
<b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<b>SL.9-10.4a</b> Present information and supporting information in an organized manner appropriate to the purpose, topic, and audience.	<b>SL.9-10.4b</b> Present pertinent facts and details in appropriate order and as appropriate to the topic or purpose of the presentation and the audience.	<b>SL.9-10.4c</b> Present pertinent facts and details that are appropriate to the topic or purpose of the presentation.	<ul style="list-style-type: none"> <li>• Select pertinent facts and details related to a topic.</li> <li>• Determine the purpose of a presentation.</li> <li>• Describe the importance of details in a text.</li> <li>• Distinguish differences between facts and falsehoods.</li> <li>• Actively engage with various reading materials on a topic.</li> <li>• Actively engage with various reading materials on a topic.</li> </ul>
<b>SL.9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>SL.9-10.5a</b> Integrate multimedia and visual components and explain their relevance to a presentation.	<b>SL.9-10.5b</b> Apply multimedia and visual components to enhance a presentation.	<b>SL.9-10.5c</b> Select one or more findings from a different format (text, audio, visual, or interactive) to use in a media presentation.	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Compare the different impacts various multimedia may have on presentations. (e.g., why a presentation should use audio rather than print).</li> <li>• Describe the importance of multimedia in presentation.</li> <li>• Use assistive technology to create digital media.</li> <li>• Identify the many components of multimedia (e.g., text, audio, visual, or interactive).</li> <li>• Actively engage in various formats on a chosen topic.</li> <li>• Actively engage in various formats on a chosen topic.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p>	<p><b>SL.9-10.6a</b> Adapt communication specific to the formal or informal situation.</p>	<p><b>SL.9-10.6b</b> Effectively communicate in a variety of formal and informal situations.</p>	<p><b>SL.9-10.6c</b> Effectively communicate in informal situations.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Match speech contexts with specific tasks or scenarios. (i.e. formal speech should be used when giving a speech about research vs. text messaging a friend using slang and abbreviated speech patterns)</li> <li>• Recognize when to use formal register and a time to use casual register.</li> <li>• Distinguish between formal and informal communication.</li> <li>• Understand the difference between formal and informal English.</li> <li>• Actively engage in communication with adults.</li> <li>• Actively engage (using any mode) in discussions with peers.</li> <li>• Actively engage in verbal and/or nonverbal communication with peers.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Language</i>				
<b>Conventions of Standard English</b>				
<p><b>L.9-10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Use parallel structure.</p> <p><b>b.</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations</p>	<p><b>L.9-10.1a</b> Demonstrate the conventions of grammar when writing or speaking by forming declarative, imperative, interrogative sentences and complex sentences that contain conditional clauses (e.g., "If I finish my homework, I can play a game.").</p>	<p><b>L.9-10.1b</b> Generate a simple sentence with beginning capitalization, capitalization of names, ending punctuation, and correct spellings.</p>	<p><b>L.9-10.1c</b> Use words and phrases to communicate (e.g., during a shared writing or speaking activity).</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Define Phrases and Clauses</li> <li>• Recognize that a clause can be a complete sentence.</li> <li>• Include conventions of grammar such as endings, tenses, and parts of speech into communications to clarify meaning.</li> <li>• If used in a series (list) in the sentence, the words that begin the series must match in endings, tenses, or parts of speech.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Write sentences with proper spelling, capitalization, punctuation, and grammar.</li> <li>• Identify words that can have multiple endings and/or spellings, depending on their function and place in the sentence.</li> <li>• Identify the elements of a complete sentence (i.e., complete sentence is made of a subject and verb).</li> <li>• Identify nouns and verbs in sentences</li> <li>• Actively communicate during writing and speaking opportunities.</li> <li>• Select words and phrases to use in communication.</li> <li>• Engage with a communication partner.</li> </ul>


<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>L.9-10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>b.</b> Use a colon to introduce a list or quotation.</p> <p><b>c.</b> Spell words correctly.</p>	<p><b>L.9-10.2a</b> Generate multiple sentences that contain correct conventions, including capitalization, punctuation, and spelling. Use correct spelling.</p>	<p><b>L.9-10.2b</b> Generate several sentences that contain correct conventions of capitalization, punctuation, and spelling. Use correct spelling.</p>	<p><b>L.9-10.2c</b> Use capital letters for familiar names and at the beginning of sentences. Use appropriate punctuation at the end of sentences. Use correct spelling.</p>	<p><b>Between general standard and a:</b></p> <ul style="list-style-type: none"> <li>• Identify independent clauses within sentences.</li> <li>• Identify when a semicolon is appropriate or an option.</li> <li>• Describe the difference between a colon and a semicolon and their functions in a sentence.</li> <li>• Demonstrate an understanding of basic spelling rules.</li> <li>• Identify the components of a complete sentence.</li> <li>• Distinguish between various sentence types.</li> <li>• Sort words by parts of speech.</li> <li>• Actively engage in reviewing multiple examples of proper capitalization, punctuation, and spelling.</li> <li>• Engage with punctuation and capital letters.</li> <li>• Actively engage in reviewing multiple examples of proper capitalization, punctuation, and spelling.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Knowledge of Language</b>				
<p><b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>a.</b> Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Kate L. Turabian's Manual for Writers) appropriate for the discipline and writing type.</p> <p><b>b.</b> Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p>	<p><b>L.9-10.3a</b> Generate language to communicate effectively in different contexts, spoken and written (e.g., using formal or informal discourse as appropriate).</p>	<p><b>L.9-10.3b</b> Generate and communicate sentences in varied contexts.</p>	<p><b>L.9-10.3c</b> Use language to communicate in varied situations and for varied purposes.</p>	<ul style="list-style-type: none"> <li>• Use and respond to verbal cues in conversations with various audiences.</li> <li>• Identify the audience when speaking or writing.</li> <li>• Identify components of a complete sentence.</li> <li>• Use appropriate language during spoken and written communication.</li> <li>• Actively participate in conversations with various audiences.</li> <li>• Actively communicate for different purposes and with various audiences.</li> <li>• Actively engage (through any communication mode) in a conversation with one participant.</li> <li>• Actively engage (through any communication mode) in a conversation with one participant.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Vocabulary Acquisition and Use</b>				
<p><b>L.9-10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p><b>c.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.</p> <p><b>d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>L.9-10.4a</b> Use context clues, word structure, or reference materials to determine the meaning of unknown and multiple-meaning words.</p>	<p><b>L.9-10.4b</b> Use context clues to determine the meaning of unknown or multiple-meaning words.</p>	<p><b>L.9-10.4c</b> Select a picture or written text that matches the meaning of a word.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Match the meaning of a word to its sentence or paragraph level context.</li> <li>• Identify words represented in text or visually that have multiple meanings</li> <li>• Identify parts of a text or visual that shows the context for the word.</li> <li>• Match a word or picture to its correct meaning.</li> <li>• Match words to images to demonstrate an understanding of word denotation (dictionary definition).</li> <li>• Use technology tools to look up and define the literal or primary meaning of an unknown word (denotation) as needed.</li> <li>• Match individual morphemes from an unknown word to its meaning.</li> <li>• Identify the morphemes within an unknown word.</li> <li>• Identify unknown words in text.</li> <li>• Actively engage with textual and visual representations of unknown words.</li> <li>• Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>L.9-10.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p><b>b.</b> Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>L.9-10.5a</b> Explain the meaning of figurative language in context (e.g., euphemism, oxymoron).</p>	<p><b>L.9-10.5b</b> Explain the difference between literal and nonliteral meanings of words/phrases in context.</p>	<p><b>L.9-10.5c</b> Match figurative word pictures and phrases to their meanings.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify conceptual differences (e.g., hot/cold)</li> <li>• Identify when a word or phrase is being used in a non-literal way.</li> <li>• Identify words that share meaning.</li> <li>• Identify words that have multiple meanings meaning (e.g. the word “rock” as a noun vs. a verb).</li> <li>• Match pictures to words.</li> <li>• Demonstrates an understanding of denotation (dictionary definition) and connotation (alternate meanings based on feelings associated with a word).</li> <li>• Actively engage in guided sharing of words with hidden meanings using graphic and tactile representations.</li> </ul>
<p><b>L.9-10.6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>L.9-10.6a</b> Demonstrate understanding of grade-level/ age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area.</p>	<p><b>L.9-10.6b</b> Use grade-level/age-appropriate academic and domain-specific words and phrases in conversation and writing.</p>	<p><b>L.9-10.6c</b> Use words acquired through learning activities (e.g., using a science term during a science lab).</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Describe the meaning of academic words and phrases</li> <li>• Choose appropriate domain-specific words from a word bank for writing or speaking during a learning activity.</li> <li>• Identify content specific terms within text and speech.</li> <li>• Identify domain specific vocabulary within a subject area or text.</li> <li>• Match academic vocabulary with pictures or objects</li> <li>• Actively engage in the reading of various content-area texts.</li> <li>• Engage in content area learning.</li> </ul>

## Grade 11 &amp; 12

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
Most Complex  Least Complex				
<i>Reading Standards for Literature</i>				
<b>Key Ideas and Details</b>				
<b>RL.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves information uncertain.	<b>RL.11-12.1a</b> Cite details from the text where information is unclear and use this information to draw inferences about what might be meant.	<b>RL.11-12.1b</b> Cite details from the text where information is uncertain.	<b>RL.11-12.1c</b> Identify details from the text to support the answers to questions.	<ul style="list-style-type: none"> <li>• Understand the difference between inferences from the text and when the text leaves matters uncertain.</li> <li>• Identify details that are stated in a text.</li> <li>• Identify descriptors of a literary text.</li> <li>• Distinguish between the main points and details in a text.</li> <li>• Identify the setting in the text.</li> <li>• Identify the main focus of the text.</li> <li>• Identify characters in the text</li> <li>• Actively engage in the experience of reading a literary text.</li> <li>• Actively engage in the experience of reading a literary text.</li> </ul>
<b>RL.11-12.2</b> Analyze literary text development. <b>a.</b> Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. <b>b.</b> Produce a thorough analysis of the text.	<b>RL.11-12.2a</b> Explain the importance of setting and character actions on the development and interaction of themes within the text.	<b>RL.11-12.2b</b> Describe the theme of a text and show how it supports the main events.	<b>RL.11-12.2c</b> Sequence main events and details related to the theme using grade-level/age-appropriate text.	<ul style="list-style-type: none"> <li>• Explain two or more overarching lessons learned from the story</li> <li>• Explain how the problem is solved</li> <li>• Identify the problem the characters are facing.</li> <li>• Explain 1-2 overarching concepts in the story</li> <li>• Identify where the story takes place.</li> <li>• Identify the characters of a story.</li> <li>• Actively engage in discussing one or more of the events in a story.</li> <li>• Actively engage in discussing one or more of the events in a story.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p><b>RL.11-12.3a</b> Explain how the way the author ordered events and developed characters achieved the resolution of the story.</p>	<p><b>RL.11-12.3b</b> Explain how the story elements affect plot development.</p>	<p><b>RL.11-12.3c</b> Match the introduction of each character to the appropriate event in the story.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Order events in the story either with a partner or independently.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify events in the story.</li> <li>• Identify the setting in the story.</li> <li>• Identify which characters solve the problems in the story.</li> <li>• Match characters to the problems in the story.</li> <li>• Identify problems in the story.</li> <li>• Identify characters in a story.</li> <li>• Actively engage in the retelling of a story.</li> <li>• Actively engage in the retelling of a story.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Craft and Structure</b>				
<p><b>RL.11-12.4</b> Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of the author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.</p>	<p><b>RL.11-12.4a</b> Analyze figurative language, connotation, and tone in a grade-level/age-appropriate text.</p>	<p><b>RL.11-12.4b</b> Determine the meaning of words or phrases based on how they are used in a text (connotation as well as denotation).</p>	<p><b>RL.11-12.4c</b> Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of a sad face with the phrase "sat with his head down").</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Define diction as word choice to convey meaning</li> <li>• Define diction as enunciation to convey meaning</li> <li>• Use diction to convey meaning in own speech and writing</li> <li>• Define tone as sounds in our voice that express feelings/emotions</li> <li>• Define tone as words that convey feelings/emotions</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Define more than two meanings for a multiple meaning word</li> <li>• Determine the literal meaning (denotation) of a word or symbol</li> <li>• Determine an alternate meaning (connotation) of a word or symbol</li> <li>• Select a phrase or symbol that matches figurative language in text, including metaphors using "like" or "as"</li> <li>• Identify figures of speech in spoken or printed text</li> <li>• Select words that convey different emotions in printed or spoken language</li> <li>• Select text or spoken words that suggest tone or mood</li> <li>• Use spoken or printed words that convey tone or mood</li> <li>• Identify emotion/feelings words</li> <li>• Match mood/feelings with facial features and body language in photos or real-life applications</li> <li>• Identify one's own mood</li> <li>• Express mood to others</li> <li>• Actively engage with mood-related pictures or text.</li> <li>• Actively engage with mood-related pictures or text.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>
<p><b>RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure, meaning, and aesthetic impact.</p>	<p><b>RL.11-12.5a</b> Explain how the author's decisions about the structure of the story (e.g., where it begins or ends; the tone evoked) make the story effective.</p>	<p><b>RL.11-12.5b</b> Identify the structure of the text (e.g., time, comedy, setting, parody).</p>	<p><b>RL.11-12.5c</b> Describe the structure that the author uses in a text.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify author choices/structures in text that contribute to reader connections (feelings, emotions, similar experiences, etc.)</li> <li>• Answer questions about the author's choices at the beginning and end of a story</li> <li>• Describe the beginning of a story</li> <li>• Describe the end of the story</li> <li>• Navigate to or indicate the beginning and end of the story</li> <li>• Identify elements in a story that the author can choose (i.e. character-names, looks, feelings, language, real or imaginary, setting-location, sensory elements, real or imaginary, descriptive word choice, mood, tone, ending, purpose, etc.)</li> <li>• Identify the author of the book</li> <li>• Actively engage in various parts of a text.</li> <li>• Actively engage in various parts of a text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement) and evaluate the impact of these literary devices on the content and style of the text.</p>	<p><b>RL.11-12.6a</b> Explain what is directly stated in a text and how it differs from what is meant (e.g., understatement, satire, irony).</p>	<p><b>RL.11-12.6b</b> Recognize literary devices in text (e.g., irony).</p>	<p><b>RL.11-12.6c</b> Identify real and imaginary information in a text.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Recognize the presence of literary devices, such as understatement or irony, in a text.</li> <li>• Explain what is directly stated in a text and how it differs from what is actually meant (e.g., understatement, satire, irony).</li> <li>• Locate a phrase or sentence in a text that contradicts or exaggerates literal language into non-literal meanings</li> <li>• Define satire</li> <li>• Provide examples for satire in texts.</li> <li>• Define sarcasm</li> <li>• Provide examples for sarcasm in texts.</li> <li>• Define irony</li> <li>• Provide examples for irony in texts.</li> <li>• Actively engage in discussion with teacher or peers about what the text says and means.</li> <li>• Recognize satire, sarcasm, and irony in everyday life, such as in movies, television shows, conversations, and speeches.</li> <li>• Actively engage in what is stated in a text.</li> <li>• Actively engage in what is stated in a text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Integration of Knowledge and Ideas</b>				
<p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by William Shakespeare and one play by an American dramatist.)</p>	<p><b>RL.11-12.7a</b> Explain the effect of pairing a text with other artistic media (e.g., poem/song and painting/statue) and how it compares to the original source text.</p>	<p><b>RL.11-12.7b</b> Describe the key similarities and differences between print and other artistic media (e.g., poem/song and painting/statue).</p>	<p><b>RL.11-12.7c</b> Identify multiple interpretations of a story.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Explain how a multimedia version of a story, drama, or poem is different from the text version.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast two different mediums of the same subject or text.</li> <li>• Identify common elements of a story, poem, or drama, including characters, settings, narrators, events, and themes.</li> <li>• Recognize various media formats.</li> <li>• Actively engage with two different media formats of a text.</li> <li>• Actively engage with two different media formats of a text.</li> </ul>
<p><b>RL.11-12.8</b> (Not applicable to literature)</p>				<p>(Not applicable to literature)</p>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>RL.11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.</p>	<p><b>RL.11-12.9a</b> Compare and contrast themes from two related works of classical literature translated into modern literature (e.g., <i>Romeo and Juliet</i> into <i>West Side Story</i>).</p>	<p><b>RL.11-12.9b</b> Identify the theme conveyed through a work of American literature from the eighteenth-, nineteenth-, and early twentieth-century.</p>	<p><b>RL.11-12.9c</b> Identify works of American literature from the eighteenth-, nineteenth-, and early twentieth-century from an array of sample texts.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast stories about the same time period.</li> <li>• Identify the theme in a work of literature.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Explain what the story is about.</li> <li>• Identify the time period from which the story is being told.</li> <li>• Define setting.</li> <li>• Recognize setting in a text.</li> <li>• Recognize words or phrases that are time period specific.</li> <li>• Recognize that stories are set in various time periods.</li> <li>• Engage in texts from various time periods in American history.</li> <li>• Engage in texts from various time periods in American history.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Range of Reading and Level of Text Complexity</b>					
<p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature—including stories, dramas, and poems—in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p> <p><b>RL.11-12.10</b> By the end of grade 12, read and comprehend literature—including stories, dramas, and poems—at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p>	<p><b>RL.11-12.10a</b> Read grade-level/age-appropriate, adapted literature materials.</p>	<p><b>RL.11-12.10b</b> Read supported grade-level/age-appropriate, adapted literature materials.</p>	<p><b>RL.11-12.10c</b> Actively participate in supported grade-level/age-appropriate, adapted literature materials.</p>	<p><b>Personal Societal and Ethical Connections</b></p> <ul style="list-style-type: none"> <li>• Compare personal experiences with ethical references in text.</li> <li>• Define ethical context in a text as having to do with right and wrong.</li> <li>• Compare personal experiences with social references in text.</li> <li>• Define societal context in a text as having to do with social relations stemming from practices or beliefs.</li> </ul> <p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text.</li> <li>• Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text.</li> <li>• Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text.</li> </ul> <p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text.</li> <li>• Compare information, concept, experience or text structure presented in a given text to one's own prior knowledge.</li> <li>• Share prior knowledge related to a given information, concept, experience or text structure.</li> <li>• Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader,</li> </ul>	<p>prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate)</p> <ul style="list-style-type: none"> <li>• Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading)</li> </ul> <p><b>Text-to-Text, Text-to-Self, and Text-to-World Connections / Comparisons</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a purpose for reading by making text connections (text-to-self, text-to-text, text-to-world) before, during or after reading.</li> <li>• Identify text-to-world connection related to a specific text.</li> <li>• Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media...")</li> <li>• Acknowledge that people, places and events are broader than one's own experiences.</li> </ul> <p><b>Decoding / Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Actively engage in the reading of grade-level, literary text. (stories, dramas, and poems)</li> <li>• Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills</li> <li>• Actively engage with grade-level stories, dramas and poems.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Reading Standards for Informational Text</i>				
<b>Key Ideas and Details</b>				
<p><b>RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>RI.11-12.1a</b> Cite details from the text where information is uncertain and use this information to draw inferences about what might be meant.</p>	<p><b>RI.11-12.1b</b> Cite details from the text where information is uncertain.</p>	<p><b>RI.11-12.1c</b> Identify details from the text to support the answers to questions.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between explicit and inference in the text.</li> <li>• Identify details in the text related to the topic in the question..</li> <li>• Identify the topic within the question.</li> <li>• Identify questions about the text.</li> <li>• Actively engage in the reading of informational text.</li> </ul>
<p><b>RI.11-12.2</b> Analyze informational text development.</p> <p><b>a.</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.</p> <p><b>b.</b> Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.</p>	<p><b>RI.11-12.2a</b> Summarize the central ideas in a text and explain how one central idea builds on or supports another.</p>	<p><b>RI.11-12.2b</b> Identify the topic of a text and support it with details from the text.</p>	<p><b>RI.11-12.2c</b> Sequence two or more main ideas related to the central idea of a text.</p>	<p><b>Between the general standard and a:</b></p> <ul style="list-style-type: none"> <li>• Describe what an abstract should include.</li> <li>• Describe what an abstract should exclude.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify how the details appear in the paragraphs of the text.</li> <li>• Identify details about the topic.</li> <li>• Identify the topic of the text.</li> <li>• Distinguish between main ideas and details in the text.</li> <li>• Identify details in the text that support the main idea.</li> <li>• Identify the main idea in the text.</li> <li>• Identify the central idea in reference to informational text.</li> <li>• Identify details within the paragraphs text.</li> <li>• Actively engage during the sharing of a sentence or paragraph from informational text.</li> <li>• Actively engage during the sharing of a sentence or paragraph from informational text.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><b>RI.11-12.3a</b> Explain how the author ordered events and developed ideas to support the conclusions offered.</p>	<p><b>RI.11-12.3b</b> Explain connections among events, ideas, individuals, or steps and how they lead to the conclusion.</p>	<p><b>RI.11-12.3c</b> Explain connections between two events, ideas, individuals, or steps in a historical, scientific, or technical text.</p>	<ul style="list-style-type: none"> <li>• Identify steps, ideas or events in historical, scientific or technical text.</li> <li>• Describe a text, idea, or event connection in an informational text.</li> <li>• Distinguish between distinguish between historical, scientific or technical text. add LP identify characteristics of historical, scientific or technical text.</li> <li>• Identify characteristics of historical, scientific, or technical text.</li> <li>• Actively engage in the sharing of the text.</li> </ul>
<p><b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how James Madison defines “faction” in Federalist No. 10).</p>	<p><b>RI.11-12.4a</b> Determine the figurative and connotative meanings of words and phrases; explain how the author uses content-specific terms to clarify or expand understanding of an idea.</p>	<p><b>RI.11-12.4b</b> Determine the meaning of key words or phrases based on context clues or graphic supports in a text.</p>	<p><b>RI.11-12.4c</b> Identify content-specific words, key terms, or technical terms in a text.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify multiple meanings of words and phrases related to the topic</li> <li>• Explain the difference between literal and nonliteral language</li> <li>• Identify how the author uses certain words and phrases to set the tone of the text</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify how words in the text impact meaning in the text</li> <li>• Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of rain or snow with the word precipitation)</li> <li>• Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words in a text</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<b>RI.11-12.5a</b> Explain how well the author uses various structures (e.g., engaging topics and tone, convincing details, clear points) in the text.	<b>RI.11-12.5b</b> Categorize relevant and irrelevant information related to an argument/claim.	<b>RI.11-12.5c</b> Identify the author's argument.	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Discuss the purpose of argument in a text.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Examine how arguments are structured in a text.</li> <li>• Identify the difference between relevant and irrelevant information as it relates to the topic.</li> <li>• Identify words in the text that are specific to the text topic</li> <li>• Identify the topic of the text.</li> <li>• Actively engage in the sharing of informational texts with clear arguments.</li> </ul>
<b>RI.11-12.6</b> Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	<b>RI.11-12.6a</b> Cite evidence from the text to support how the style and content of a text enhances the author's perspective or purpose.	<b>RI.11-12.6b</b> Describe how the content of a text enhances the author's perspective.	<b>RI.11-12.6c</b> Identify style and how it relates to the purpose of a text.	<ul style="list-style-type: none"> <li>• Identify the difference between author's perspective and purpose</li> <li>• Define the different types of author's purpose.</li> <li>• Identify the topic of the text.</li> <li>• Identify words in the text that are specific to the text topic.</li> <li>• Identify the author's style.</li> <li>• Examine multiple types of styles in text.</li> <li>• Actively engage in the sharing of informational texts with various purposes or perspectives.</li> </ul>
<b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, textually) to address a question or solve a problem.	<b>RI.11-12.7a</b> Select appropriate text presented in different media or formats to determine their relevance in answering a question or solving a problem.	<b>RI.11-12.7b</b> Using a set of multiple resources in various media or formats, determine their relevance in answering questions or solving problems.	<b>RI.11-12.7c</b> Identify two or more sources of information for a specific topic.	<ul style="list-style-type: none"> <li>• Identify various print and multimedia depictions of the same topic.</li> <li>• Actively engage with two different media formats on the same topic</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>RI.11-12.8</b> Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist papers, presidential addresses).</p>	<p><b>RI.11-12.8a</b> Compare and contrast why statements about seminal U.S. texts are relevant or irrelevant</p>	<p><b>RI.11-12.8b</b> Identify relevant information from seminal U.S. text (e.g., Martin Luther King Jr.'s "I Have a Dream" speech).</p>	<p><b>RI.11-12.8c</b> Identify one or more examples of seminal U. S. texts (i.e., the U.S. Constitution, the Emancipation Proclamation, the Gettysburg Address, etc.).</p>	<p><b>Between general standard and a:</b></p> <ul style="list-style-type: none"> <li>Identify the difference between delineating and evaluating a text.</li> <li>Identify what is considered a seminal U.S. text.</li> <li>Identify the differences between a seminal U.S. text and one that is not.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify the difference between relevant and irrelevant information as it relates to the topic.</li> <li>Actively engage in reading a historical U.S. document.</li> </ul>
<p><b>RI.11-12.9</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Abraham Lincoln's second inaugural address) for their themes, purposes, and rhetorical features.</p>	<p><b>RI.11-12.9a</b> Determine the themes and/ or purpose of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.</p>	<p><b>RI.11-12.9b</b> Given a quote from the document, identify a concept presented in seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.</p>	<p><b>RI.11-12.9c</b> Match images or objects that represent meanings from within a document of historical or literary significance (e.g., match a picture of Abraham Lincoln with the Gettysburg Address).</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Read U.S. primary documents</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify the theme in U.S. primary documents.</li> <li>Define theme.</li> <li>Identify main ideas and overarching concepts in U.S. seminal documents.</li> <li>Actively engage with the sharing of the same or similar topics from two or more U.S. documents.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <b>Building the Base &amp; Engagement</b>	
<b>Range of Reading and Level of Text Complexity</b>					
<p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature—including stories, dramas, and poems—in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p> <p>By the end of grade 12, read and comprehend literature—including stories, dramas, and poems—at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p>	<p><b>RI.11-12.10a</b> Read grade-level/age-appropriate, adapted informational or technical text.</p>	<p><b>RI.11-12.10b</b> Read supported grade-level/age-appropriate, adapted informational or technical text.</p>	<p><b>RI.11-12.10c</b> Actively participate in supported grade-level/age-appropriate, adapted informational or technical text.</p>	<ul style="list-style-type: none"> <li>• Compare personal experiences with ethical references in text.</li> <li>• Define ethical context in a text as having to do with right and wrong.</li> <li>• Compare personal experiences with social references in text.</li> <li>• Define social context in a text as having to do with popular or general societal practices or beliefs.</li> <li>• Compare personal experiences with historical references in text.</li> <li>• Define historical context in a text as having to do with factual past events.</li> <li>• Compare personal experiences with cultural references in text.</li> <li>• Define cultural context in a text as having to do with ideas, customs, lifestyle or behaviors of a group of people.</li> <li>• Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text.</li> <li>• Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader, prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate)</li> <li>• Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading)</li> </ul> <p><b>Text-to-World Connections</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a purpose for reading by making text connections (text-to-self, text-to-text, text-to-world) before, during or after reading.</li> <li>• Identify text-to-world connection related to a specific text.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media...")</li> <li>• Acknowledge that people, places and events are broader than one's own experiences.</li> </ul> <p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text.</li> <li>• Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text.</li> </ul> <p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text.</li> <li>• Compare in formation, concept, experience or text structure presented in a given text to one's own prior knowledge.</li> <li>• Share prior knowledge related to a given information, concept, experience or text structure.</li> </ul> <p><b>Decoding / Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Decode all word types with automaticity - this includes automatic</li> <li>• Recall of all sound symbol correspondences and automaticity with all Phonemic</li> <li>• Awareness skills</li> <li>• Actively engage in the reading of grade-level, literary non-fiction including stories, dramas and poems.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Writing</i>				
<b>Text Types and Purposes</b>				
<p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Establish a clear and thorough thesis to present a complex argument.</p> <p>b. Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternative or opposing claims; and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>W.11-12.1a</b> Generate a position; provide relevant support from the text; examine counterclaims; use appropriate style, tone, and organization; and provide an appropriate conclusion.</p>	<p><b>W.11-12.1b</b> Compose an argument to support a position by selecting reasons and relevant facts from the text.</p>	<p><b>W.11-12.1c</b> Generate a written text by selecting reasons and relevant facts including a personal position on a given topic.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify claim and counterclaim in a text.</li> <li>• Define claim and counterclaim.</li> <li>• Identify the elements of persuasive writing (intro, body, and conclusion).</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify characteristics of an argument.</li> <li>• Identify evidence to support a position.</li> <li>• Identify the purpose of a persuasive writing.</li> <li>• Identify various positions in a text.</li> <li>• Determine relevant facts in a text.</li> <li>• Distinguish relevant facts from reasons when supporting a position.</li> <li>• Actively participate in the sharing of a claim on a topic.</li> <li>• Engage in expressive communication with others</li> <li>• Engage in receptive communication with others</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>a.</b> Establish a clear and thorough thesis to present and explain information.</p> <p><b>b.</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.</p> <p><b>c.</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>d.</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>e.</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>f.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>g.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>W.11-12.2a</b> Generate a written informative/explanatory text that provides relevant, well-organized support (including transitions, headings, charts, and graphics). Use appropriate style, tone, and domain-specific terms and provide an appropriate conclusion using a template or graphic organizer with support.</p>	<p><b>W.11-12.2b</b> Generate an informative text on a topic, including a topic sentence, supporting facts and details, and a concluding sentence.</p>	<p><b>W.11-12.2c</b> Compose a text on a topic, including a topic sentence and conclusion.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Identify text features that help to organize writing and support the reader. (i.e. table of contents, figures, multimedia, transitions, headings, charts, bolded vocabulary, and graphics, glossary, etc.)</li> <li>Identify the key elements of an informative/explanatory essay (intro, body, and conclusion)</li> <li>Use a sentence frame or other scaffold, as needed, to generate a sentence.</li> <li>Identify the required elements of a sentence.</li> <li>Identify the topic to be included within a topic and concluding sentence.</li> <li>Identify the structure and elements within a paragraph. (topic sentence, sentences containing supporting details, concluding statement.</li> <li>Select facts and details from a reliable source to include in writing about a given topic.</li> <li>Identify the purpose of an informative text.</li> <li>Actively engage in the sharing of facts on a topic or personal story.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>a.</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p><b>b.</b> Use narrative techniques—such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters.</p> <p><b>c.</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p><b>d.</b> Use precise words and phrases, details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>e.</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>W.11-12.3a</b> Generate a narrative text that includes a setting, narrator, and/or characters, and a structured series of events. Include appropriate techniques (e.g., dialogue, pacing, description, reflection) and appropriate sensory language. Provide an appropriate conclusion or resolution.</p>	<p><b>W.11-12.3b</b> Generate a narrative text that includes dialogue, pacing, description, a logical sequence of events, and a conclusion (e.g., what was experienced, observed, or resolved).</p>	<p><b>W.11-12.3c</b> Generate narrative text with a logical sequence of events, descriptive details, and a conclusion that reflects on the experience or resolves the conflict.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Create dialogue to align with the sequential details. Identify narrative techniques (e.g., dialogue, description, or reflection).</li> <li>• Map sequential details and ideas for the story (beginning, middle, and resolution).</li> <li>• Identify plot development.</li> <li>• Identify setting in relation to the story.</li> <li>• Identify characters and roles in the story.</li> <li>• Identify the elements of a story.</li> <li>• Actively engage in personal storytelling.</li> <li>• Actively engage in personal storytelling.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Production and Distribution of Writing</b>				
<p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p><b>W.11-12.4a</b> Identify the required form of writing to a specific audience based on a given purpose.</p>	<p><b>W.11-12.4b</b> Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks.</p>	<p><b>W.11-12.4c</b> Determine whether a passage is persuasive, informative, or narrative.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Develop an outline to demonstrate organization of writing.</li> <li>• Identify how to construct an outline (e.g., Intro, thesis, topic sentences, etc.).</li> <li>• Define style as demonstrated in various types of writing (persuasive, informative, and narrative)</li> <li>• Identify various styles in multiple texts.</li> <li>• Distinguish between language used for each writing style (persuasive, informative, and narrative).</li> <li>• Match language to corresponding text type.</li> <li>• Identify the types of language used in persuasive, informative, and narrative writing.</li> <li>• Identify characteristics of persuasive, informative and narrative text.</li> <li>• Develop writing skills including generating ideas, organizing ideas, converting communication/thoughts into text, conventions, etc. (refer to skill development sequences for encoding, spelling, morphology, vocabulary, etc.)</li> <li>• Actively participate in expressive communication for the purpose of writing.</li> <li>• Engage with an audience for writing</li> <li>• Actively engage with texts with various purposes.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>W.11-12.5a</b> Edit and revise written text to provide correct language conventions (capitalization, punctuation, spelling, accurate terms), and the conventions of a persuasive, informative, or narrative task. Recognize and edit irrelevant information using a template or graphic organizer with support.</p>	<p><b>W.11-12.5b</b> Edit and revise sentences to provide correct capitalization punctuation, and varied syntax, accurate terms, and the conventions of a persuasive, informative, or narrative task using a template or graphic organizer with support.</p>	<p><b>W.11-12.5c</b> With guidance and support, edit and revise sentences and paragraphs to strengthen the overall meaning of a text (e.g., recognize where capital letters and ending punctuation are needed; select effective terms for a topic of persuasive, informative, or narrative text).</p>	<ul style="list-style-type: none"> <li>• Revise sentences to clarify the meaning of writing task.</li> <li>• Identify whether or not sentences are clear in meaning-- according to the task.</li> <li>• Edit writing for spelling.</li> <li>• Edit writing for conventions.</li> <li>• Practice editing sentences with errors in capitalization and end punctuation.</li> <li>• Identify punctuation and capitalization errors that need editing.</li> <li>• Identify the rules for capitalization.</li> <li>• Identify the rules for ending punctuation.</li> <li>• Generate written sentences using technology and assistive technologies as needed.</li> <li>• Develop writing skills including generating ideas, converting communication/thoughts into text, grammar, conventions, etc. (refer to skill development sequences for encoding, spelling, morphology, vocabulary, etc.)</li> <li>• Actively participate in converting thoughts and communications in written form</li> <li>• Actively participate in expressive communication for the purpose of writing.</li> <li>• Engage with an audience of one or more</li> <li>• Actively engage in the sharing of text with and without errors in convention.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>W.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<b>W.11-12.6a</b> Use information from print or digital sources to produce or update a paragraph on a given topic.	<b>W.11-12.6b</b> Use information from print or digital sources to generate a paragraph relevant to a given topic.	<b>W.11-12.6c</b> Use information from print or digital sources to generate simple sentences that are relevant to a given topic.	<ul style="list-style-type: none"> <li>• Develop independence in the use of technology, including assistive technology for communication, writing and research.</li> <li>• Determine which technology can assist with composing writing.</li> <li>• Use technology tools to review sentences for autocorrect errors.</li> <li>• Actively participate in a shared writing experience using assistive technology tools.</li> <li>• Actively participate in the use of assistive technology to share ideas that will eventually be published as writing.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Research to Build and Present Knowledge</b>				
<p><b>W.11-12.7</b> Conduct short as well as sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>W.11-12.7a</b> Collect information from relevant sources to find the answer to a question or solve a problem.</p>	<p><b>W.11-12.7b</b> Select one or more relevant sources to find the answer to a question or solve a problem.</p>	<p><b>W.11-12.7c</b> Identify a topic of interest for research and select a source to gather information on that topic.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Outline a large research project by ordering the steps from beginning to end.</li> <li>• Evaluate source material for its relevance to a topic or claim.</li> <li>• Identify related information from different sources.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Sort information from various sources to show its relevance to different sections of a project.</li> <li>• Explain why information is relevant to the section.</li> <li>• Collect information from relevant sources to find the answer to a question or solve a problem.</li> <li>• Determine whether a source is on topic or off topic.</li> <li>• Determine whether a source is relevant or irrelevant based on the research topic.</li> <li>• Identify a topic, problem or complex question or problem for large scale research project.</li> <li>• Identify a simple question for short-term research project.</li> <li>• Engage with information sources for the purpose of research.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p>	<p><b>W.11-12.8a</b> Gather information from a range of sources to address a topic, describe an idea, or support an argument. Organize the information into a cohesive report. Cite sources using a template or graphic organizer with support.</p>	<p><b>W.11-12.8b</b> Compare information from various sources to determine strengths and weaknesses; cite sources using a template or graphic organizer with support.</p>	<p><b>W.11-12.8c</b> Identify one or more sources that are likely to provide relevant information about a topic or idea.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Use advanced search features to refine search accuracy and reliability.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Use tools to evaluate internet resources and content.</li> <li>• Use digital tools (bibme, citation machine, citavi, citefast, easybib, ottobib, etc.), that create properly formatted (APA, MLA) citations.</li> <li>• Use digital tools, including search features to access relevant information.</li> <li>• Match topics to potential sources (recipe in a cookbook, election results in the newspaper).</li> <li>• Identify sources of digital and print based research information.</li> <li>• Identify characteristics of a reliable source.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply grades 11–12 reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”).</p> <p><b>b.</b> Apply grades 11–12 reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist papers, presidential addresses]”).</p>	<p><b>W.11-12.9a</b> Use evidence from an age-appropriate source, fiction or nonfiction, to support writing.</p>	<p><b>W.11-12.9b</b> Select evidence from an age-appropriate source to support writing.</p>	<p><b>W.11-12.9c</b> Identify whether a fiction or nonfiction source will support writing.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Determine evidence from text that will support the claims in a text.</li> <li>• Demonstrate skills required to reading literature and/or information text. (identify themes and topics, identify claims and evidence, etc.)</li> <li>• Identify a claim.</li> <li>• Actively explore fiction and nonfiction sources on a chosen topic for writing.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Range of Writing</b>				
<p><b>W.11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>W.11-12.10a</b> Generate written text routinely for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)</p>	<p><b>W.11-12.10b</b> Participate routinely in supported writing/communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)</p>	<p><b>W.11-12.10c</b> Actively participate in shared writing/communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)</p>	<ul style="list-style-type: none"> <li>• Generate writing for projects and knowledge demonstration across subject areas.</li> <li>• Break large writing task into smaller segments of writing.</li> <li>• Capture thoughts and communications as writing</li> <li>• Use of assistive technology to share ideas that will eventually be published as writing.</li> <li>• Actively participate in a shared writing experience using assistive technology tools as needed.</li> <li>• Increase the number of communication expressions over given time period</li> <li>• Develop a formal mode of communication that is understood by others</li> <li>• Establish a mode of access for communication</li> <li>• Engage in expressive communications (gestures, facial expressions, utterances, choice making – gaze, direct select, switch)</li> <li>• Actively participate in shared writing.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Speaking and Listening</i>				
<b>Comprehension and Collaboration</b>				
<p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>a.</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>b.</b> Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.</p> <p><b>c.</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>d.</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><b>SL.11-12.1a</b> Initiate and participate in discussions with communication partners or engage in conversational turn-taking about age-appropriate topics or texts with a diverse range of partners. Compromise in decision-making when there is a disagreement. Respond critically and thoughtfully to the comments of others. Participate in the setting of goals, establishing roles, and clarifying conclusions.</p>	<p><b>SL.11-12.1b</b> Participate in discussions with communication partners or engage in conversational turn-taking about age-appropriate topics or texts. State and defend an opinion on a topic. Pose and respond to specific questions to participate in a discussion.</p>	<p><b>SL.11-12.1c</b> Participate in conversational exchanges with communication partners or engage in conversational turn-taking about age-appropriate topics or texts. Respond to opinions, questions, comments, and exchanges of others when prompted.</p>	<ul style="list-style-type: none"> <li>• Explain the difference between asking a question and making statements.</li> <li>• Identify the differences between questions and statements.</li> <li>• Identify verbal and nonverbal cues.</li> <li>• Identify when a conversation calls for an opinion or facts.</li> <li>• Demonstrate understanding of how to ask questions that further conversation (i.e., open-ended questions).</li> <li>• Recognize the difference between facts and opinions.</li> <li>• Demonstrate active listening through body language, eye contact, body language, nodding, repeating the question, etc.</li> <li>• Actively engage in verbal and/or nonverbal communication with peers.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>SL.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p><b>SL.11-12.2a</b> Differentiate information from multiple sources to form an opinion and solve problems. Explain how the information influenced the opinion or contributed to the solution of the problem.</p>	<p><b>SL.11-12.2b</b> Categorize information from two or three sources to solve a problem.</p>	<p><b>SL.11-12.2c</b> Use information from various sources to solve a problem.</p>	<ul style="list-style-type: none"> <li>• Recognize that multiple sources connect to the same problem or topic.</li> <li>• Identify how and where to find various sources.</li> <li>• Identify how to narrow sources to a single topic.</li> <li>• Identify a problem that needs to be solved.</li> <li>• Identify main ideas and key details in a text or other source.</li> <li>• Actively engage with various materials about a topic.</li> </ul>
<p><b>SL.11-12.3</b> Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p><b>SL.11-12.3a</b> Explain a speaker's point of view (attitudes, feelings, beliefs) and cite relevant support that the speaker provides.</p>	<p><b>SL.11-12.3b</b> Identify a speaker's point of view and cite a reason given for that point of view.</p>	<p><b>SL.11-12.3c</b> Identify a speaker's point of view.</p>	<p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Identify when the speaker is giving an opinion or presenting points about a topic.</li> <li>• Identify details that support the point the speaker is making.</li> <li>• Identify the speaker in a text or speech</li> <li>• Recognize that a text or speech has a narrator or speaker.</li> <li>• Recognize the difference between main points and details</li> <li>• Actively engage in guided discussion about a particular topic.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Presentation of Knowledge and Ideas</b>				
<p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p><b>SL.11-12.4a</b> Present an evidence-based perspective in an organized manner appropriate to the purpose, topic, and audience.</p>	<p><b>SL.11-12.4b</b> Present pertinent opinions as appropriate to the topic or purpose of the presentation and the audience.</p>	<p><b>SL.11-12.4c</b> Present an opinion that is appropriate to the topic or purpose of the presentation.</p>	<ul style="list-style-type: none"> <li>• Identify important details in a text.</li> <li>• Locate sources on a topic.</li> <li>• Identify the purpose of a presentation.</li> <li>• Identify the differences between facts and falsehoods.</li> <li>• Identify the common rules of giving presentations (e.g., speak clearly, make eye contact, volume).</li> <li>• Gain and maintain attention with an audience of any size</li> <li>• Demonstrate active engagement</li> </ul>
<p><b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>SL.11-12.5a</b> Integrate multimedia and visual components and explain their relevance to a presentation.</p>	<p><b>SL.11-12.5b</b> Apply multimedia and visual components to a presentation.</p>	<p><b>SL.11-12.5c</b> Select one or more findings from a different format (text, audio, visual, or interactive) to use in a media presentation.</p>	<ul style="list-style-type: none"> <li>• Recognize the importance of including multimedia elements in presentations.</li> <li>• List the many choices of multimedia that can be added to presentations to enhance meaning.</li> <li>• Identify the role of assistive technology in presentations.</li> <li>• Use assistive technology in order to add multimedia components to presentations.</li> <li>• Actively engage in various formats on a chosen topic.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 language standards 1 and 3 for specific expectations.)</p>	<p><b>SL.11-12.6a</b> Adapt communication specific to the formal or informal situation.</p>	<p><b>SL.11-12.6b</b> Effectively communicate in a variety of formal and informal situations.</p>	<p><b>SL.11-12.6c</b> Effectively communicate in informal situations.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>• Identify various contexts in which speeches are given</li> <li>• Identify the style in which a speech is given..</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between formal and informal English.</li> <li>• Recognize when to use formal register and a time to use casual register.</li> <li>• Demonstrate use of formal and informal registers in appropriate situations</li> <li>• Match speech contexts with specific tasks or scenarios. (i.e. formal speech should be used when giving a speech about research vs. text messaging a friend using slang and abbreviated speech patterns</li> <li>• Listen to or watch speeches in various styles.</li> <li>• Actively engage in communication with adults.</li> <li>• Actively engage in communication with peers.</li> <li>• Actively engage in communication with peers.</li> </ul>



<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Language</i>				
<b>Conventions of Standard English</b>				
<p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>b.</b> Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>	<p><b>L.11-12.1a</b> Replace unconventional words or phrases with a more-conventional words or phrases; refer to references to check or refine.</p>	<p><b>L.11-12.1b</b> Choose a more-conventional word or phrase to replace an unconventional word or phrase in a sentence.</p>	<p><b>L.11-12.1c</b> Match a more-conventional word or phrase to an unconventional word or phrase in a sentence (e.g., Googling = Internet search; adulting = responsibility, maturity).</p>	<ul style="list-style-type: none"> <li>• Use pictures, objects, words and/or phrases to communicate during a shared writing or speaking activity.</li> <li>• Communicate for the purpose of being understood</li> <li>• Match words to pictures or objects.</li> <li>• Engage with a communication partner</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Observe hyphenation conventions.</p> <p><b>b.</b> Spell words correctly.</p>	<p><b>L.11-12.2a</b> Generate multiple sentences that contain correct conventions, including capitalization, punctuation, and spelling.</p>	<p><b>L.11-12.2b</b> Generate several sentences that contain correct conventions of capitalization, punctuation, and spelling.</p>	<p><b>L.11-12.2c</b> Use capital letters and ending punctuation in sentences; spell phonetically regular words correctly.</p>	<p><b>Between general standard and a:</b></p> <ul style="list-style-type: none"> <li>Actively engage in reviewing multiple examples of proper hyphen usage</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Spell phonetically irregular words correctly.</li> <li>Spell using irregular phoneme grapheme match, morphemes and spelling rules.</li> <li>Spell phonetically regular words correctly.</li> <li>Encode words using phonemes.</li> <li>Encode words using syllables.</li> <li>Develop writing skills including generating ideas, converting communication/thoughts into text, conventions, etc. (refer to skill development sequences for encoding, spelling, morphology, vocabulary, etc.)</li> <li>Actively participate in expressive communication for the purpose of writing.</li> <li>Engage with an audience for writing</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Knowledge of Language</b>				
<p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>a.</b> Vary syntax for effect, consulting references (e.g., Virginia Tufte's <i>Artful Sentences</i>) for guidance as needed.</p> <p><b>b.</b> Apply an understanding of syntax to the study of complex texts when reading.</p>	<p><b>L.11-12.3a</b> Apply conventions of language to communicate effectively in different contexts.</p>	<p><b>L.11-12.3b</b> Generate and communicate sentences in varied contexts, tailoring language and behavior to the situation.</p>	<p><b>L.11-12.3c</b> Use language to interact with others in varied situations and for varied purposes, tailoring language and behavior to the situation.</p>	<ul style="list-style-type: none"> <li>• Use word choice and style appropriate to content.</li> <li>• Use proper sentence structure.</li> <li>• Communicate using appropriate grammar.</li> <li>• Identify the difference between formal and informal style, which affects syntax.</li> <li>• Match varied sentence structures to varied style or meaning.</li> <li>• Interact with others using language.</li> <li>• Engage with others for the purpose of communicating.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>Vocabulary Acquisition and Use</b>				
<p><b>L.11-12.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p><b>c.</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>d.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p><b>e.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.</p> <p><b>f.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>L.11-12.4a</b> Use context clues, word structure, or reference materials to determine the meaning of unknown words and multiple-meaning words at grade-level complexity.</p>	<p><b>L.11-12.4b</b> Use context clues to determine the meaning of unknown or multiple-meaning words.</p>	<p><b>L.11-12.4c</b> Select a picture or written text that matches the meaning of a word.</p>	<p><b>Between band c:</b></p> <ul style="list-style-type: none"> <li>• Connect the meaning of a word or phrase to its sentence or paragraph level context.</li> <li>• Identify words represented in text or visually that have multiple meanings.</li> <li>• Use technology tools to look up and define the literal or primary meaning of an unknown word (denotation) as needed.</li> <li>• Match individual morphemes from an unknown word to its meaning.</li> <li>• Identify the morphemes within an unknown word.</li> <li>• Identify unknown words in text.</li> <li>• Actively engage with textual and visual representations of unknown words.</li> <li>• Actively engage with textual and visual representations of words with various meanings.</li> </ul>

<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p><b>b.</b> Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>L.11-12.5a</b> Explain the meaning of figurative language in context (e.g., hyperbole, paradox).</p>	<p><b>L.11-12.5b</b> Explain the difference between figurative and literal language.</p>	<p><b>L.11-12.5c</b> Identify words, phrases, or pictures that represent figurative language.</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Identify real-life connections between words and their use.</li> <li>Identify figurative language within text.</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Can identify the literal meaning (denotation) and feelings associated with that word (connotation). (i.e. “the word “discipline” is defined as training people to obey rules but also has unhappy connotations of punishment and repression associated with the word)</li> <li>Identify when a word or phrase is being used in a nonliteral way.</li> <li>Recognize that meanings of words do not always represent the same function/part of speech (e.g., rock is a noun and a verb).</li> <li>Recognize words that have multiple meanings</li> <li>Identify words that have the same meaning.</li> <li>Actively engage with words and phrases that have multiple or hidden meanings, using both visual and tactile representations.</li> <li>Engage with text or people who use figures of speech.</li> </ul>
<p><b>L.11-12.6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expressi</p>	<p><b>L.11-12.6a</b> Demonstrate understanding of grade-level/ age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area.</p>	<p><b>L.11-12.6b</b> Use grade-level/age-appropriate academic and domain-specific words and phrases in conversations and writing.</p>	<p><b>L.11-12.6c</b> Use words acquired through learning activities (e.g., using a science term during a science lab).</p>	<p><b>Between a and b:</b></p> <ul style="list-style-type: none"> <li>Describe the meaning of academic words and phrases</li> </ul> <p><b>Between b and c:</b></p> <ul style="list-style-type: none"> <li>Identify domain specific vocabulary within a subject area or text.</li> <li>Match terms with their associated subjects</li> <li>Identify content specific terms within text and speech.</li> <li>Match academic vocabulary with pictures or objects</li> <li>Actively engage in the reading of various content-area texts.</li> </ul>

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