

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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SCHOOL BOARD COMMUNICATION

Title: Reading & Language Arts Curriculum Revision in Progress (Very Rough Draft)

Date: 9/1/2011

Item Number:

Administrator: Doris Cannon, Director of Curriculum

Doris Cannon

Through Sean Dusek, Assistant Superintendent of Instruction

Sean Dusek

Attachments: none

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

The Language Arts Curriculum Committee has started work on the new curriculum revision process. The attached is a very rough draft of where we are in revising our current curriculum. Each grade span is at a different step so the rough drafts vary. Elementary and Middle School are currently working on mapping Language Arts into quarters, providing strategies & integration ideas for both Reading & Language Arts, and beginning discussions on quarterly assessments. High School is currently working on differentiating the high school level courses by grade level. We have much work to do but are all confident we will have a finished product by the November Board Meeting for approval. Our anticipated plan is to have a decent rough draft for public feedback by Sept. 30-Oct, 26.

ADMINISTRATIVE RECOMMENDATION

READING/LANGUAGE ARTS CURRICULUM REVISION

IN PROGRESS

ROUGH DRAFT

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ROUGH DRAFT ELEMENTARY SCHOOL READING



Kindergarten Reading Curriculum Guide

Students will demonstrate understanding of concepts of print.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
KPBSD	Student will identify the difference between a letter and a word.	Q1			
1.1.5	Student will indicate directionality: left to right, top to bottom, page to page, front to back.	Q1			
KPBSD	Student will demonstrate an understanding that print carries a message.	Q1			
CC	Student will demonstrate an understanding that words are separated by spaces in print.	Q1			
KPBSD	Student will recognize own name in print.	Q1			

Kindergarten Reading Curriculum Guide

Students will read emergent-reader texts with purpose and understanding.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.1.1	Student will identify whether words are the same or different.	Q1			
1.1.1	Student will identify whether words rhyme.	Q4			
1.1.1	Student will produce words that rhyme.	Q4			
1.1.1	Student will blend syllables or onset-rimes.	Q4			
1.1.1	Student will blends separate phonemes.	Q3			
1.1.1	Student will identify the first sound in a 1-syllable word.	Q1			
1.1.1	Student will identify different speech sounds.	Q1			
1.1.1	Student will segment individual sounds in words with support.	Q2			
1.1.2	Student will identify all letter sounds by name and most common kindergarten high-frequency words by sight (I, a, is, my, you, are)	Q4			

1.3.1	Student will participate in choral speaking and recite short poems, rhymes, songs, or stories with repeated patterns.	Q3			
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Kindergarten Reading Curriculum Guide

Students will develop new vocabulary.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.1.3	Names pictures of common objects and environmental print (e.g., stop, exit)	Q1			
1.1.3	Uses words to describe location, size, color, and shape.	Q4			
1.1.3	Uses names and labels of basic objects.	Q2			
1.1.3	Identifies and sorts pictures into categories (e.g., vehicles, foods, colors)	Q3			
1.1.4	Listens to and uses new vocabulary in context	Q3			

Kindergarten Reading Curriculum Guide

Students will develop comprehension strategies.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.2.1	Student will answer who, where, and what questions after listening to a story.	Q2			
1.2.2	Student will predict and confirm outcomes when listening to a story.	Q3			
1.4.1	Student will retell or dramatize a familiar story (not necessarily in sequence) with or without the use of props.	Q1			
1.5.1	Student will identify the most important idea of a text.	Q4			
1.9.1	Student will express own opinion about reading material beyond “I like or don’t like”	Q2			
1.10.1	Student will make relevant connections between text and personal connections.	Q4			

Kindergarten Reading Curriculum Guide

Students will demonstrate understanding of story elements.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.7.1	Listens to and discusses fiction, non-fiction, and poetry	Q1			
1.7.2	Identifies use of rhyme in text	Q4			
1.8.1	Identify main characters and setting (time and place) in fiction	Q2			
KPBSD	Identifies sequence of events in a story.	Q3			
1.11.1	Listens to and discusses a variety of multi-cultural literature.	Q2			

First Grade Reading Curriculum Guide

Students will demonstrate understanding of concepts of print.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
1.1.7 a	Student will point to each word as it is read.	Q1			
1.1.7 b	Student will use a return sweep while reading.	Q1			
1.1.7 c	Student will identify meaning of ending punctuation.	Q2			
1.1.7 d	Student will distinguish between capital and lower case letters (e.g. sentences and names begin with capitals)	Q3			

First Grade Reading Curriculum Guide

Students will read on-level texts with purpose and understanding.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
1.1.1	Student will identify initial middle and final sound in one syllable words.	Q1			
1.1.1	Student will blend 3-4 phonemes into a whole word.	Q1			
1.1.1	Student will segment 3-4 phonemes in one syllable words.	Q1			
1.1.1	Student will reproduce and manipulate sounds for common letter combinations (i.e. word families, consonant blends and diagraphs).	Q2			
1.1.2	Student will read regularly spelled one syllable words using decoding skills including knowledge of letter sound relationships (phonics, diagraphs long and short vowel patterns).	Q3			
1.1.3	Reading high frequency words. See list on KPBSD website.	Q4			
CC2	Student will read on level text orally with accuracy appropriate	Q4			

	rate and expression on successive readings.				
1.1.6	Student will self-monitor and self-correct while reading (e.g. recognizing when there is a miss match and using other strategies to correct).	Q4			

First Grade Reading Curriculum Guide

Students will develop new vocabulary

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
1.1.4	Student will identify the meaning of new vocabulary.	Q3			
1.1.4	Student will use new vocabulary in correct context.	Q4			

First Grade Reading Curriculum Guide

Students will develop comprehension strategies.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
1.1.4	Student will obtain information using text features (e.g. titles, illustrations, table of contents, speech bubbles).	Q2			
1.4.1	Student will retell or dramatize a story after reading it.	Q1			
1.2.1	Student will answer who, what, where, and when questions after listening to or reading a story.	Q1			
1.2.3	Student will make and verify predictions based on information from the story.	Q3			
1.5.1	Student will identify the main idea of a text.	Q4			
1.9.1	Student will express own opinion about material read or heard.	Q1			
1.10.1	Student will make relevant connections between text and personal experiences and other texts.	Q4			
1.2.2	Student will generate questions to clarify meaning of the text.	Q3			
1.2.4	Student will draw conclusions about stories or information while listening	Q4			

	or reading (e.g. comparing and contrasting).				
1.6.1	Student will follow two step oral directions to complete a task.	Q1			

First Grade Reading Curriculum Guide

Students will demonstrate understanding of story elements.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
1.8.1	Student will identify problem and solution, main characters, and setting (where and when in fiction).	Q3			
1.7.1 a	Student will identify fiction, nonfiction and poetry	Q1			
1.11.1	Student will recognize that stories originate in various cultures.	Q2			

Second Reading Curriculum Guide

Students will read on-level texts with purpose and understanding

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.1.1	Student will read regularly spelled two syllable words using decoding skills including knowledge of letter-sound relationships (phonics).	Q2			
1.1.1	Student will read regularly spelled two-syllable words using decoding sounds including diphthongs.	Q3			
1.1.1	Student will read regularly spelled two-syllable words using decoding sounds including base words or root words.	Q2			
1.1.1	Student will read regularly spelled two-syllable words using decoding sounds including common prefixes and suffixes.	Q3			

1.1.2	Student will orally read high frequency words, compound words, contractions, possessives, and inflectional endings.	Q4			
CC	Student will read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Q4			
CC	Student will use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Q3			
1.1.5	Student will self-monitor and self-correct while reading (e.g. adjusting reading pace, rereading to check meaning, rereading a word and checking that the letter sounds match the word read).	Q3			

Second Reading Curriculum Guide

Students will develop new vocabulary.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.1.4	Student will identify the meaning of new vocabulary.	Q2			
1.1.4	Student will use new vocabulary in correct context.	Q3			
1.1.4	Student will make inferences about the meaning of a word based on its use in a sentence.	Q4			

Second Reading Curriculum Guide

Students will develop comprehension strategies.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.1.3	Student will obtain information using text features including illustrations, captions, and titles.	Q1			
1.4.1	Student will retell or dramatize a story after reading it.	Q1			
1.2.1	Student will answer questions about information explicitly stated in the text.	Q2			
1.2.2	Student will self-monitor comprehension by making predictions or formulating questions while reading. (e.g. why is the wolf dressed in grandmother's clothing, why are mother bears dangerous, what will happen next) or rereading.	Q2			
1.2.3	Student will make simple inferences. (e.g. predicts logical outcomes)	Q3			

1.2.4	Student will draw conclusions based on information presented in the text (e.g. cause and effect, character motivation).	Q4			
1.9.1	Student will express own opinion about material read.	Q1			
KPBSD	Student will differentiate between fact and opinion.	Q3			
1.10.1	Student will connect literature to self, text, and world.	Q4			
1.6.2	Student will complete a simple (1-2 step) task by following written directions.	Q4			

Second Reading Curriculum Guide

Students will demonstrate understanding of story elements.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.7.1	Student will distinguish between fiction and non-fiction, poetry and prose.	Q1			
1.7.2	Student will identify the use of dialogue or rhyme in text.	Q4			
1.11.1	Student will recognize that stories originate in various cultures.	Q1			

Third Grade Reading Curriculum Guide

Students will read on-level text with purpose and understanding.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.1.1	Students will use decoding skills to read regularly spelled multisyllabic words (3 syllable) using word structure (root or base word).	Q2			
	Student will use decoding skills to read multisyllabic words with prefixes and suffixes.	Q3			
	Student will use decoding skills to read multisyllabic rhyming words.	Q1			
	Student will use decoding skills to read multisyllabic words using language structure (word order, grammar).	Q2			
1.1.2	Student will read high frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Miss.	Q4			

1.1.4	Student will identify words by using context clues (e.g. “canoe” in a story about fishing).	Q2			
CC 2	Students will read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Q4			
1.1.5	Student will self-monitor and self-correct while reading (e.g. sounding words out, adjusting reading pace).	Q1			

Third Grade Reading Curriculum Guide

Students will develop new vocabulary.

(In progress)

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment

Third Grade Reading Curriculum Guide

Students will develop comprehension strategies.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.4.1	Student will retell or dramatize a story after reading it.	Q1			
1.2.1	Student will locate information explicitly stated in narrative and informational text to answer literal - comprehension questions.	Q1			
1.2.3	Student will make simple inferences (e.g. predicts logical outcomes).	Q1			
1.5.1	Student will identify the main idea or central concept in various types of text.	Q2			
1.9.1	Student will express own opinion about material read.	Q1			
1.3.1	Student will read orally with rhythm flow and expression showing understanding of punctuation and other conventions of print.	Q3			
1.2.2	Student will self-monitor comprehension by making predictions or formulating questions while reading (e.g. why is the wolf	Q3			

	dressed in grandmothers clothing, why are mother bears dangerous, what will happen next), or rereading (e.g. for clarification, confirmation, correction).				
1.2.4	Student will draw conclusions based on information presented in the text (e.g., cause and effect, character motivation).	Q3			
1.6.2	Student will identify the sequence of steps in simple directions.	Q3			

Third Grade Reading Curriculum Guide

Students will demonstrate understanding of story elements.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.8.1	Student will identify or describe problem and solution, main characters and setting in fiction.	Q2			
1.7.1	Student will distinguish between fiction/nonfiction, prose/poetry, and short story/drama.	Q1			
1.7.2	Student will identify use of dialogue or rhyme, in common forms of text.	Q2			
1.11.1	Student will identify cultural influences in texts (e.g., dialects, customs, and traditions).	Q2			

4th grade Reading Curriculum Guide

Students will read texts with purpose and understanding.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
CC	Student will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Q4			
CC	Student will read context to confirm or self-correct word recognition and understanding, rereading as necessary.	Q4			

4th Grade Reading Curriculum Guide

Students will develop new vocabulary.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
2.1.1	Demonstrates knowledge of phonetics, word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)	Q3			
2.1.2	Determines the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual clues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)	Q2			
2.1.4	Identifies relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs)	Q1			

4th grade Reading Curriculum Guide

Students will develop comprehension strategies.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
2.1.3	Student will obtain information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings).	Q1			
2.1.5	Student will self-monitor and self-correct while reading (e.g., sounding words out, adjusting reading pace reading difficult or relevant material).	Q1			
2.2.1	Student will locate information explicitly stated in narrative and information text to answer literal comprehension questions.	Q3			
2.2.2	Student will self-monitor comprehension by formulating questions while reading (e.g., Why is this character not telling the truth? Why are bears with cubs especially dangerous? What will happen next?). Rereading difficult or relevant material (e.g., for clarification, confirmation, correction).	Q2			

2.2.3	Student will make simple inferences (e.g., predict logical outcomes, deduce missing information such as where a story takes place, if not directly stated).	Q3			
2.2.4	Student will draw conclusions based on information presented in text (e.g., cause and effect, character motivation).	Q1			
2.4.1	Student will retell a story in correct sequence or identify the correct sequence of events in a story.	Q1			
2.4.2	Student will restate and summarize information or identify accurate restatements and summaries after reading a text.	Q2			
2.5.1	Student will identify the main idea or central concept in various types of texts.	Q2			
2.5.2	Student will locate information in narrative and informational text to answer questions related to main ideas or key details.	Q2			
2.5.3	Student will identify or describe related experiences to support understanding of main idea.	Q2			
2.6.1	Student will complete a simple task by following written multi-step directions (e.g. recipe).	Q1			

2.6.2	Student will identify the sequence of steps in multi-step directions.	Q1			
2.9.1	Student will distinguish fact from opinion in text.	Q3			
2.9.2	Student will express own opinion about material read and support opinion with evidence from text.	Q3			
2.10.1	Student will identify author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards).	Q3			
2.10.2	Student will identify themes in texts and make relevant connections to personal experiences, experiences of others, or other texts.	Q3			
2.11.2	Student will identify common ideas, events, and situation in multi-cultural readings (e.g., trickster tales about Raven).	Q3			
CC1.8	Student will explain how an author uses reasons and evidence to support particular points in a text.	Q3			

4th Grade Reading Curriculum Guide

Students will demonstrate understanding of story elements.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
2.7.1	Student will identify the four major genre of fiction: short-story, drama (play) novel, and poetry.	Q4			
2.7.2	Student will identify or explain the characteristics of fiction and non-fiction.	Q4			
2.7.3	Student will identify the use of literary elements and devices (i.e., dialogue, rhyme, alliteration, and simile).	Q4			
2.8.1	Student will identify or describe in fiction: Plot (e.g., main conflict or problem, and sequence of events) Settings (e.g., how they affect the characters or plot) Characters (e.g., physical characteristics, personality traits, motivation).	Q2			
2.8.2	Student will compare and contrast plots, settings, and characters in different stories across a variety of works by a variety of authors.	Q4			

2.11.1	Student will identify cultural influences in texts (e.g., dialects, customs, traditions).	Q4			
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5th grade Reading Curriculum Guide

Students will read texts with purpose and understanding.

Standard	Student Learning Goal	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
CC	Student will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Q4			
CC	Student will read context to confirm or self-correct word recognition and understanding, rereading as necessary.	Q4			

5th Grade Reading Curriculum Guide

Students will develop new vocabulary.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
2.1.1	Student will demonstrate knowledge of phonetics, word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar).	Q3			
2.1.2	Student will determine the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual clues, structural elements (contractions, compound words, root words, prefixes, suffixes, and plurals).	Q2			
2.1.4	Student will identify relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) and identifies shades of meaning (e.g., hot, warm).	Q1			

5th grade Reading Curriculum Guide

Students will develop comprehension strategies.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
2.1.3	Student will obtain information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings).	Q1			
2.1.5	Student will self-monitor and self-correct while reading (e.g., sounding words out, adjusting reading pace reading difficult or relevant material).	Q1			
2.2.1	Student will locate information explicitly stated in narrative and information text to answer literal comprehension questions.	Q3			
2.2.2	Student will self-monitor comprehension by formulating questions while reading (e.g., Why do characters react to the same situation differently?) Rereading difficult or relevant material (e.g., for clarification, confirmation, correction).	Q2			

2.2.3	Student will make inferences (e.g., predict logical outcomes such as how would the story be different if...deduce missing outcome or information, such as where a story takes pace, if not directly stated).	Q3			
2.2.4	Student will draw conclusions based on information presented explicitly in text (e.g., cause and effect, character motivation).	Q1			
2.4.1	Student will restate and summarize main ideas or events in correct sequence after reading a text (e.g., paraphrase, construct a topic outline, use graphic organizers) or identify accurate restatements and summaries of main ideas or events or generalizations of a text.	Q2			
2.5.1	Student will identify the main idea or central concept in various types of texts.	Q2			
2.5.2	Student will locate information in narrative and informational text to answer questions related to main ideas or key details.	Q2			
2.5.3	Student will identify or describe related experiences and events to support understanding of a main idea (e.g., What event in history is similar to this one?).	Q2			

2.6.1	Student will complete a simple task by following written multi-step directions (e.g. origami).	Q1			
2.6.2	Student will identify the sequence of steps in multi-step directions.	Q1			
2.9.1	Student will distinguish fact from opinion in text.	Q3			
2.9.2	Student will express own opinion about material read and support opinion with evidence from text.	Q3			
2.10.1	Student will identify author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards).	Q3			
2.10.2	Student will identify themes in texts and make relevant connections to personal experiences, experiences of others, or other texts.	Q3			
2.11.2	Student will identify common ideas, events, and situation in multi-cultural readings (e.g., trickster tales about Anansi the Spider and Coyote).	Q3			
CC1.8	Student will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.	Q3			

5th Grade Reading Curriculum Guide

Students will demonstrate understanding of story elements.

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
2.7.1	Student will identify or explain the characteristics of the four major genres of fiction: short story, drama (play), novel, and poetry.	Q4			
2.7.2	Student will identify or explain the characteristics of fiction and non-fiction.	Q4			
2.7.3	Student will identify or explain the use of literary elements and devices (i.e., dialogue, rhyme, alliteration, simile, or metaphor).	Q4			
2.8.1	Student will identify or describe in fiction: Plot (e.g., main conflict or problem, sequence of events, resolution) Settings (e.g., how they affect the characters or plot) Characters (e.g, physical characteristics, personality traits, motivation) Point of view (Who is telling the story?).	Q2			
2.8.2	Student will compare and contrast plots, settings, and characters in	Q4			

	different stories across a variety of works, including historical, scientific, or technical text, by a variety of authors.				
2.11.1	Student will identify cultural influences in texts (e.g., dialects, customs, traditions, geography).	Q4			

ROUGH DRAFT MIDDLE SCHOOL READING



6th Grade Reading Curriculum Guide

The student uses word identification skills to comprehend texts.

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
R2.1.1	Student will determine the meaning of unfamiliar words using knowledge of word families.	Q1			
R2.1.1	Student will determine the meaning of unfamiliar words using knowledge of context and visual cues.	Q1			
R2.1.1	Student will determine the meaning of unfamiliar words using knowledge of structural elements (contractions, compound words, root words, prefixes, suffixes, and plurals.)	Q1			
R2.1.3	Student will obtain information using text features including pictures, illustrations, and text structure (e.g., bolded or italicized text, graphs, charts, headings, or subheadings).	Q1			
R2.1.4	Student will identify relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) identifying shades of meaning (e.g., happy, ecstatic), and	Q2			

	analogies (L)				
R2.1.5	Student will use context clues, background knowledge, and phonetic skills to gain meaning of text.	Q3			
R2.1.5	Students will use word structure (inflectional endings, compound words, contractions) to decode to gain meaning of text.	Q2			

6th Grade Reading Curriculum Guide

The student summarizes and comprehends literal and inferred meaning of text.

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
R2.2.1	Student will locate information explicitly stated in narrative and informational text to answer literal comprehension questions.	Q1			
R2.2.2	Student will self-monitor comprehension by formulating questions while reading (e.g., What circumstances influenced a character to make a specific decision?) (L)	Q2			
R2.2.2	Student will reread difficult or relevant materials for clarification, confirmation, and correction. (L)	Q2			
R2.2.3	Student will make inferences (e.g., predict logical outcomes, such as how would the story be different if...).	Q2			
R2.2.4	Student will draw conclusions based on information presented explicitly in text (e.g., cause and effect, character motivation,	Q3			

	predictions).				
R2.4.1	Student will restate and summarize main ideas or events in correct sequence after reading a text	Q2	construct a topic outline, use graphic organizer		
R2.5.1	Student will identify the main idea or central concepts in various types of texts.	Q1			
R2.5.2	Student will locate information in narrative and informational text to answer questions related to main ideas or key details.	Q1			
R2.5.3	Student will locate references from the text that support understanding of a main idea (e.g., What event in history is similar to this one?). (L)	Q3			
RK4	Student will explain connections among main ideas/concepts (text to self).	Q1			
	Student will explain connections among main ideas/concepts (text to text).	Q2			
	Student will explain connections among main ideas/concepts, (text to world).	Q3			
R2.6.1	Student will complete a simple task by following multi-step directions (L).	Q1			
R2.6.2	Student will identify the sequence of steps in multi-step directions.	Q1			

6th Grade Reading Curriculum Guide

The student reads text aloud.

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
R2.3.1	Student will reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print.* (L)	Q1			

6th Grade Reading Curriculum Guide

The student identifies structure and analyzes content of various genres.

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
R2.7.1	Student will identify and explain the characteristics of fiction's four major structural genres: poetry, drama (play), novel, and short story.	Q1			
R2.7.2	Student will identify and explain the characteristics of fiction and non-fiction, prose and poetry.	Q2			
RK5	Student will describe how an informational text presents information (e.g. sequentially, comparatively, and causally).	Q2			
R2.7.3	Student will identify and explain the use of literary elements and devices appropriate to genre (e.g., simile, metaphor, idioms, and personification).	Q2			
R2.7.3	Student will identify and explain the use of literary elements and devices appropriate to genre (e.g., rhyme, alliterations).	Q3			

R2.7.1	Student will identify and explain the characteristics of drama.	Q4			
R2.8.1	Student will identify and describe in fiction: plot, setting, characters, and point of view.	Q1			
R2.8.2	Student will compare and contrast plots, settings, and characters in a variety of works by a variety of authors.	Q3	use graphic organizers		
R2.9.1	Student will distinguish fact from opinion in a text.	Q1			
R2.9.3	Student will express own opinion about material read and support opinions with evidence from text.	Q1			
R2.10.1	Student will identify author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards) by citing textual evidence.	Q2	3.B.8.2 Use digital tools to document sources appropriately.		
R2.10.2	Student will identify themes in texts and make relevant connections to personal experiences, experiences of others, or other texts.	Q3			
RK6	Student will use textual evidence to make thematic connections between texts.	Q3			
R2.11.1	Student will compare and contrast cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other	Q4			

	cultures (e.g., coming-of-age stories). (L)				
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7th Grade Reading Curriculum Guide

The student uses word identification skills to comprehend texts and build content specific vocabulary.

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
R3.1.1	Student will determine meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins).	Q1			
R3.1.2	Student will determine meanings of unfamiliar words in context using knowledge of language structure including context clues, prior knowledge, and other resources (e.g., dictionaries, glossaries, and thesauruses)	Q2	6.A.8.2 Use a variety of technology interfaces and operating systems.		
R3.1.2	Student will determine meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g. déjà vu).	Q3			
R3.1.3	Student will identify complex relationships among words and analogies.	Q1			

R3.1.3	Student will identify complex relationships among words including synonyms, antonyms, homonyms/ homophones.	Q2			
R3.1.3	Student will identify complex relationships among words and shades of meaning. (L)	Q3			
R3.1.4	Student will determine the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., vague vs. ambiguous).	Q1			
R.3.1.5	Student will self-monitor and self-correct while reading (e.g., adjusting reading pace, rereading difficult or relevant material). (L)	Q1			
RK1	Student will analyze the impact of a specific word choice on meaning and tone.	Q3			
RK2	Student will self-monitor comprehension by formulating questions while reading (e.g., What circumstances influenced a character to make a specific decision?) Rereading difficult or relevant materials (e.g., for clarification, confirmation, correction)	Q1			

7th Grade Reading Curriculum Guide

The student summarizes and connects information to comprehend literal and inferred meaning of text.

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
R3.3.3	Student will connect new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L)	Q2			
R3.4.1	Student will identify and explain the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions).	Q1			
R3.4.2	Student will locate information in narrative and informative text to answer questions related to main ideas or key details.	Q1			
R3.4.3	Student will compare/contrast the main ideas or concepts between related texts.	Q2			

R3.4.4	Student will explain connections among main ideas/concepts (text to self). (L)	Q1			
R3.4.4	Student will explain connections among main ideas/concepts (text to text). (L)	Q2			
R3.4.4	Student will explain connections among main ideas/concepts (text to world). (L)	Q3			
R3.9.1	Student will locate evidence within the text to make connections to an author's message, theme, or purpose.	Q1			
R3.5.1	Student will complete a task by following written multi-step directions. (L)	Q1			
R3.5.2	Student will identify the sequence of steps in a list of directions.	Q1			

7th Grade Reading Curriculum Guide

The student analyzes content of various genres.

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
R3.6.1	Student will identify and analyze the characteristics and the effect on the reader of short stories, novels, and non-fiction.	Q1			
R3.6.1	Student will identify and analyze the characteristics and the effect on the reader of poetry.	Q3			
R3.6.1	Student will identify and analyze the characteristics and the effect on the reader of drama.	Q4			
R3.6.2	Student will identify and analyze the use of literary devices the use of literary devices appropriate to genre (e.g., dialogue, foreshadowing, and time sequence).	Q1			
R3.6.2	Student will identify and analyze the use of literary devices appropriate to genre (e.g., similes, personification, idioms, imagery, repetition)	Q3			
R3.7.1	Student will identify and describe or make logical predictions about (citing evidence	Q1			

	and support from text) plot, setting, character, point of view, and theme.				
R3.7.2	Student will compare and contrast literary elements and devices in a variety of works by a variety of authors.	Q2			
R3.7.3	Student will analyze and evaluate the importance to the story of plot, setting, character, point of view, and theme.	Q2			
R3.8.1	Student will compare and contrast bias/propaganda in text and other media by citing evidence.	Q4	3.B.8.2 Use digital tools to document sources appropriately.		
R3.8.2	Student will identify and analyze author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence.	Q2	5.A.8.1 Model legal and ethical behaviors when using information and technology including properly selecting, advocating for, acquiring, and citing resources.		
RK3	Student will distinguish fact from opinion in a text.	Q3			
R3.10.1	Student will compare and contrast cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., creation stories).	Q3			
R3.9.1	Student will locate evidence within the text to make connections to an author's message, theme, or purpose.	Q1			
RK4	Student will obtain information using text features including pictures, illustrations, and text structure (e.g., bolded or italicized	Q1			

	text, graphs, charts, headings, or subheadings).				
RK5	Student will analyze how an informational text uses structure to emphasize key points or advance an explanation or analysis.	Q3			
R3.9.2	Student will use textual evidence to make thematic connections between texts	Q2			
R3.9.3	Student will relate themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas. (L)	Q3			

8th Grade Reading Curriculum Guide

The student uses word identification skills to comprehend texts and build content specific vocabulary.

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
R3.1.1	Student will determine meanings or unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins)	Q1			
R3.1.2	Student will determine meanings of unfamiliar words in context using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g., dictionaries, glossaries, and thesauruses)	Q2	6.A.8.2 Use a variety of technology interfaces and operating systems.		
R3.1.2	Student will determine meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g., carpe diem).	Q3			
R3.1.3	Student will identify complex relationships among words and analogies.	Q1			

R3.1.3	Student will identify complex relationships among words including synonyms, antonyms, homonyms/ homophones.	Q2			
R3.1.3	Student will identify complex relationships among words including shades of meaning. (L)	Q3			
R3.1.4	Student will determine the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., angry, vexed, segmented, segregation)	Q1			
R.3.1.5	Student will self-monitor and self-correct while reading (e.g. rereading,, adjusting reading pace, sub-vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.) (L) 3.1.5	Q1			
RK1	Student will analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.	Q3			
RK2	Student will self-monitor comprehension by formulating questions while reading (e.g., What circumstances influenced a character to make a specific decision?) Rereading difficult or relevant materials (e.g., for clarification, confirmation, correction)	Q1			

8th Grade Reading Curriculum Guide

The student summarizes and connects information to comprehend literal and inferred meaning of text.

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
R3.3.3	Student will connect new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas). (L)	Q2			
R3.4.1	Student will identify and explain the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions).	Q1			
R3.4.2	Student will locate information in narrative and informative text to answer questions related to main ideas or key details.	Q1			
R3.4.3	Student will compare/contrast the main ideas or concepts between related texts.	Q2			

R3.4.4	Student will explain connections among main ideas/concepts (text to self). (L)	Q1			
R3.4.4	Student will explain connections among main ideas/concepts (text to text). (L)	Q2			
R3.4.4	Student will explain connections among main ideas/concepts (text to world). (L)	Q3			
R3.9.1	Student will locate evidence within the text to make connections to an author's message, theme, or purpose.	Q1			
R3.5.1	Student will complete a task by following written multi-step directions. (L)	Q1			
R3.5.2	Student will identify the sequence of steps in a list of directions.	Q1			

8th Grade Reading Curriculum Guide

The student analyzes content of various genres.

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
R3.6.1	Student will identify and analyze the characteristics and the effect on the reader of short stories, novels, and nonfiction.	Q1			
R3.6.1	Student will identify and analyze the characteristics and the effect on the reader of poetry.	Q3			
R3.6.1	Student will identify and analyze the characteristics and the effect on the reader of drama.	Q4			
R3.6.2	Student will identify and analyze the use of literary devices appropriate to genre (e.g., dialogue, foreshadowing, and time sequence).	Q1			
R3.6.2	Student will identify and analyze the use of literary devices appropriate to genre (e.g., simile, metaphor, personification, imagery, idioms, and repetition).	Q3			
R3.7.1	Student will identify and describe or make logical predictions about (citing evidence and support from text) plot,	Q1			

	setting, character, point of view, and theme.				
R3.7.2	Student will compare and contrast literary elements and devices in a variety of works by a variety of authors.	Q2			
R3.7.3	Student will analyze and evaluate the importance to the story of plot, setting, character, point of view, and theme.	Q2			
R3.8.1	Student will evaluate bias/propaganda in text and other media by citing textual evidence.	Q4	3.B.8.2 Use digital tools to document sources appropriately.		
R3.8.2	Student will identify and analyze author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence.	Q2	5.A.8.1 Model legal and ethical behaviors when using information and technology including properly selecting, advocating for, acquiring, and citing resources.		
R3.10.1	Student will compare and contrast cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., individual/family community identity formation). (L)	Q3			
R3.9.1	Student will locate evidence within the text to make connections to an author's message, theme, or purpose.	Q1			
RK4	Student will obtain information using text features including pictures, illustrations, and text structure (e.g.,	Q1			

	bolded or italicized text, graphs, charts, headings, or subheadings).				
RK5	Student will analyze how an informational text uses structure to emphasize key points or advance an explanation or analysis.	Q3			
R3.9.2	Student will use textual evidence to make thematic connections between texts.	Q2			
R3.9.3	Student will relate themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas. (L)	Q3			



ROUGH DRAFT HIGH SCHOOL READING

9 -12 Grade Reading Curriculum Guide

Student Learning Goal

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
[9-10] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)	Students will rehearse and read aloud smoothly and with expression, giving attention to authors' grammatical style, and to the mood of piece.		Rehearsals Oral interpretation Print conventions		
[9-10] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses) (L)	Students will give a prepared presentation smoothly and with expression		Oral formal presentation Multi-media presentation		
[9-10] 4.1.1-2, 4 Using appropriate strategies when encountering unfamiliar words or	Students will determine the meaning of unfamiliar words in text by using knowledge of word structure and cultural derivations, clues provided by the reading		Strategies: Word structure Sounds Syllables Derivational roots and		

phrases.	passage, references to other literary works, syntax, or semantics		affixes Literary allusions Syntax Semantics Dialectical English Idiomatic expressions Context clues Content-specific vocabulary Connotation/denotation Technical vocabulary Content-specific vocabulary Multiple meanings		
[9-10] 4.1.3 Understanding complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies (L)	Students will understand the relationships among synonyms, antonyms, homonyms (words that sound alike but have different meanings), homophones (words that are pronounced the same but differ in meaning and spelling).		Synonyms Antonyms Homonyms Homophones Analogies		
[9-10] 4.1.5 Self-monitoring and self-correcting while reading (L)	Students will demonstrate awareness of own reading comprehension by making needed adjustments.		Self-monitoring and self-correcting: Rereading Adjusting reading pace		

			Sub-vocalizing Consulting resources Questioning Flexible note taking/mapping Skimming/scanning		
[9-10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text or identifying accurate restatements and summaries of main ideas or events or generalizations of a text	Students will restate the main ideas or events in correct order. Students will summarize the main ideas by identifying the most important topics in a few words. Students will identify correct restatements and text summaries		Strategies for summarizing: Paraphrasing Constructing an Outline Graphic Organizers (storymapping, bubble charts/graphs, charting) Restatements Sequence Paraphrasing Main Ideas		
[9-10] 4.2.2 By making inferences and/or drawing conclusions within a text, across texts or other summarized information	Students will make inferences and reach logical conclusions from information within the text(s)		Strategies for making inferences and connections		
[9-10] 4.3.1 Identifying or explaining them in various types of texts	Students will identify or describe main ideas.		Strategies for identifying and explaining main ideas		

<p>[9-10] 4.3.2 Locating information in narrative or informative text to answer questions related to main ideas or key details</p>	<p>Students will answer questions about the main ideas or important details when the answers are directly stated.</p>		<p>Active reading strategies</p>		
<p>[9-10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts</p>	<p>Students will differentiate between related texts by comparing or contrasting main ideas.</p>		<p>Compare Contrast</p>		
<p>[9-10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)</p>	<p>Students will describe or establish connections, similarities and differences between texts, texts and themselves, and texts to the larger world.</p>		<p>Connections</p>		
<p>[9-10] 4.3.5 Locating and using evidence from texts to assess the validity of an author's main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)</p>	<p>Students will analyze the strength and soundness of an author's ideas and supporting evidence using evidence from the text.</p>		<p>Validity of ideas Adequacy of support</p>		

[9-10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments.	Students will analyze and defend the strength, logic, reasonableness, and audience appeal of persuasive arguments using evidence from the text.		Bias and propaganda Emotional effects of words and sentence structure Logical arguments		
[9-10] 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks	Students will accurately interpret multi-step directions to perform complex procedures and tasks.		Multi-step directions Complex procedures and tasks		
9-10] 4.4.2 Identifying the sequence of steps in a list of directions	Students will identify what needs to be done for each step and the appropriate order of each step.		Sequencing		
[9-10] 4.5.1 Reading a wide variety of genres and exploring the use of literary devices in them	Students will identify and analyze the characteristics of nonfiction and fiction genres and the specific effect the text has on the reader by recognizing the literary elements and conventions of each.		Genres Non-fiction Autobiography Biography Historical documents Letters, journals, memoirs Technical writings Fiction Poetry Short story Novel		

			Drama		
[9-10] 4.5.2 Analyzing the use of literary devices appropriate to genre to analyze literary works and nonfiction	Students will identify the type of literary element used in a phrase or sentence (e.g., identifies a simile) and analyze the purpose the literary element serves.		Simile Metaphor Personification Foreshadowing Time sequence Imagery Repetition Allusion Symbolism		
[9-10] 4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader	Students will analyze the effect of literary conventions and techniques using evidence from the text.		Literary conventions Inference Irony Hyperbole Imagery Multiple levels of meaning		
[9-10] 4.6.1 Identifying or describing or making logical predictions about (citing evidence and support from text) the work	Students will identify, describe, and/or make logical predictions with evidence from the text about plot, setting, character, point of view, theme, and tone.		Plot Setting Characters Point of view Theme Tone		
[9-10] 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors	Students will compare and contrast how different authors use literary devices for varied purposes.		Compare and contrast Literary elements and devices Author		

<p>[9-10] 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme</p>	<p>Students will analyze and evaluate the role plot, setting, character, point of view, and theme have in a literary work.</p>		<p>Plot Setting Character Point of view Theme</p>		
<p>[9-10] 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone</p>	<p>Students will evaluate or analyze the intended effect on the reader through the use of literary elements and devices using evidence from the text.</p>		<p>Literary elements and devices</p>		
<p>[9-10] 4.7.1 Identifying bias/propaganda by citing textual evidence</p>	<p>Students will identify the author's point of view or bias when implied rather than directly stated using textual evidence.</p>		<p>Bias Propaganda Citing (textual) evidence</p>		
<p>[9-10] 4.7.2 Analyzing author's purpose or implication by citing textual evidence</p>	<p>Students will identify or analyze the author's purpose using textual evidence.</p>		<p>Purpose Narrate Inform Entertain Explain Persuade Implication</p>		
<p>[9-10] 4.8.1 Analyzing and evaluating evidence within the text to identify an author's</p>	<p>Students will identify the author's theme by analyzing and evaluating evidence from the text.</p>		<p>Theme</p>		

theme					
[9-10] 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts	Students will link themes between texts by analyzing and evaluating evidence from the texts.		Thematic connections		
[9-10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)	Students will analyze and evaluate themes in one text to similar themes in other works, own experiences, other people's experiences, and the world of ideas.		Personal connections		
[9-10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (L)	Students will compare and contrast details that are specific to certain cultures or time periods in a text to details that are specific to other cultures or time periods		Culture		
[9-10] 4.9.2 Analyzing the effects of historical	Students will analyze how historical or cultural influences or events affect texts.		Historical or cultural influences/events		

or cultural influences/events on texts (L)					
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ROUGH DRAFT HIGH SCHOOL LANGUAGE ARTS



9 -12 Grade Reading Curriculum Guide

Student Learning Goal

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./ State Assessments
[9-10] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)	Students will rehearse and read aloud smoothly and with expression, giving attention to authors' grammatical style, and to the mood of piece.		Rehearsals Oral interpretation Print conventions		
[9-10] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses) (L)	Students will give a prepared presentation smoothly and with expression		Oral formal presentation Multi-media presentation 1.B.12.1 Create an original work, including planning, research, editing, and production using digital tools.		
[9-10] 4.1.1-2, 4 Using appropriate strategies when encountering unfamiliar words or phrases.	Students will determine the meaning of unfamiliar words in text by using knowledge of word structure and cultural derivations, clues provided by the reading passage, references to other literary works, syntax, or semantics		Strategies: Word structure Sounds Syllables Derivational roots and affixes Literary allusions		

			<p>Syntax Semantics Dialectical English Idiomatic expressions Context clues Content-specific vocabulary Connotation/denotation Technical vocabulary Content-specific vocabulary Multiple meanings</p>		
[9-10] 4.1.3 Understanding complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies (L)	Students will understand the relationships among synonyms, antonyms, homonyms (words that sound alike but have different meanings), homophones (words that are pronounced the same but differ in meaning and spelling).		<p>Synonyms Antonyms Homonyms Homophones Analogies</p>		
[9-10] 4.1.5 Self-monitoring and self-correcting while reading (L)	Students will demonstrate awareness of own reading comprehension by making needed adjustments.		<p>Self-monitoring and self-correcting: Rereading Adjusting reading pace Sub-vocalizing Consulting resources Questioning Flexible note taking/mapping</p>		

			Skimming/scanning		
[9-10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text or identifying accurate restatements and summaries of main ideas or events or generalizations of a text	Students will restate the main ideas or events in correct order. Students will summarize the main ideas by identifying the most important topics in a few words. Students will identify correct restatements and text summaries		Strategies for summarizing: Paraphrasing Constructing an Outline Graphic Organizers (storymapping, bubble charts/graphs, charting) Restatements Sequence Paraphrasing Main Ideas		
[9-10] 4.2.2 By making inferences and/or drawing conclusions within a text, across texts or other summarized information	Students will make inferences and reach logical conclusions from information within the text(s)		Strategies for making inferences and connections		
[9-10] 4.3.1 Identifying or explaining them in various types of texts	Students will identify or describe main ideas.		Strategies for identifying and explaining main ideas		
[9-10] 4.3.2 Locating information in narrative or informative text to answer questions related to main ideas	Students will answer questions about the main ideas or important details when the answers are directly stated.		Active reading strategies		

or key details					
[9-10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts	Students will differentiate between related texts by comparing or contrasting main ideas.		Compare Contrast		
[9-10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)	Students will describe or establish connections, similarities and differences between texts, texts and themselves, and texts to the larger world.		Connections		
[9-10] 4.3.5 Locating and using evidence from texts to assess the validity of an author's main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)	Students will analyze the strength and soundness of an author's ideas and supporting evidence using evidence from the text.		Validity of ideas Adequacy of support		
[9-10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments.	Students will analyze and defend the strength, logic, reasonableness, and audience appeal of persuasive arguments using evidence from the text.		Bias and propaganda Emotional effects of words and sentence structure Logical arguments		

[9-10] 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks	Students will accurately interpret multi-step directions to perform complex procedures and tasks.		Multi-step directions Complex procedures and tasks		
9-10] 4.4.2 Identifying the sequence of steps in a list of directions	Students will identify what needs to be done for each step and the appropriate order of each step.		Sequencing		
[9-10] 4.5.1 Reading a wide variety of genres and exploring the use of literary devices in them	Students will identify and analyze the characteristics of nonfiction and fiction genres and the specific effect the text has on the reader by recognizing the literary elements and conventions of each.		Genres Non-fiction Autobiography Biography Historical documents Letters, journals, memoirs Technical writings Fiction Poetry Short story Novel Drama		
[9-10] 4.5.2 Analyzing the use of literary devices appropriate to genre to analyze literary works and nonfiction	Students will identify the type of literary element used in a phrase or sentence (e.g., identifies a simile) and analyze the purpose the literary element serves.		Simile Metaphor Personification Foreshadowing Time sequence Imagery Repetition		

			Allusion Symbolism		
[9-10] 4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader	Students will analyze the effect of literary conventions and techniques using evidence from the text.		Literary conventions Inference Irony Hyperbole Imagery Multiple levels of meaning		
[9-10] 4.6.1 Identifying or describing or making logical predictions about (citing evidence and support from text) the work	Students will identify, describe, and/or make logical predictions with evidence from the text about plot, setting, character, point of view, theme, and tone.		Plot Setting Characters Point of view Theme Tone		
[9-10] 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors	Students will compare and contrast how different authors use literary devices for varied purposes.		Compare and contrast Literary elements and devices Author		
[9-10] 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme	Students will analyze and evaluate the role plot, setting, character, point of view, and theme have in a literary work.		Plot Setting Character Point of view Theme		

[9-10] 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone	Students will evaluate or analyze the intended effect on the reader through the use of literary elements and devices using evidence from the text.		Literary elements and devices		
[9-10] 4.7.1 Identifying bias/propaganda by citing textual evidence	Students will identify the author's point of view or bias when implied rather than directly stated using textual evidence.		Bias Propaganda Citing (textual) evidence		
[9-10] 4.7.2 Analyzing author's purpose or implication by citing textual evidence	Students will identify or analyze the author's purpose using textual evidence.		Purpose Narrate Inform Entertain Explain Persuade Implication		
[9-10] 4.8.1 Analyzing and evaluating evidence within the text to identify an author's theme	Students will identify the author's theme by analyzing and evaluating evidence from the text.		Theme		
[9-10] 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts	Students will link themes between texts by analyzing and evaluating evidence from the texts.		Thematic connections		

<p>[9-10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)</p>	<p>Students will analyze and evaluate themes in one text to similar themes in other works, own experiences, other people’s experiences, and the world of ideas.</p>		<p>Personal connections</p>		
<p>[9-10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (L)</p>	<p>Students will compare and contrast details that are specific to certain cultures or time periods in a text to details that are specific to other cultures or time periods</p>		<p>Culture</p>		
<p>[9-10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts (L)</p>	<p>Students will analyze how historical or cultural influences or events affect texts.</p>		<p>Historical or cultural influences/events</p>		

Elementary Language Arts

Alignment

	Kinder	First	Second	Third	Fourth	Fifth	Sixth
Writes about a topic.	Writes to express personal ideas using drawings, symbols, letters, or words. 1.1.1	Writes a complete sentence with a subject and a predicate. 1.1.1	Writes complete sentences with a subject and a predicate. 1.1.1	Writes complete sentences with a subject and a predicate. 1.1.1			
		Writes about a single topic using drawings & a minimum of three complete sentences. 1.1.2	Writes and organizes thoughts into a topic sentence and two supporting sentences. 1.1.2	Writes a paragraph on a single topic with two or more supporting details. 1.1.2	Writes a paragraph that maintains a focused idea and includes details that support the main idea. 2.1.1	Writes more than one paragraph stating and maintaining a focused idea and includes details that support the main idea of each paragraph (2.1.1)	Writes a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea, and including supporting details 2.1.1
						Uses paragraph form: indents or uses paragraph	

						breaks 2.1.2 (L)	
					Organizes ideas logically. 2.1.2 (L)	Organizes ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology) 2.1.3 (L)	Organizes and sequences ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, comparison/contrast) 2.1.3 (L)
		Identifies & writes the beginning, middle, and end in a piece of writing. 1.1.3	Writes a story or composition with a beginning, middle, and end. 1.1.3	Writes a story or composition with a beginning, middle, and end. 1.1.3 (L)	Writes a story or composition with a beginning and middle and ending with a concluding statement 2.1.3 (L)	Writes a concluding statement. 2.1.4	Writes a concluding statement. 2.1.4
			Identifies paragraphs in a piece of writing. 1.1.4				

<p>Variety of purposes and audiences</p>	<p>Writes to express ideas for self and others (e.g., using drawings, symbols, letters, words, sentences) 1.2.1</p>	<p>Writes thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists) 1.2.1</p>	<p>Produces a variety of forms for specific audiences (e.g., stories, reports, letters, journal entries) 1.2.1</p>	<p>Chooses the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems) 1.2.1 (L)</p>	<p>Writes a variety of nonfiction forms using appropriate structure (i.e., personal letters, recounts, descriptions or observations) 2.2.2</p>	<p>Writes in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing) 2.2.2</p>	<p>Writes in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing) 2.2.2</p>
					<p>Writes an understandable story that incorporates setting, character, problem, and solution 2.2.1</p>	<p>Writes an understandable story that incorporates setting, character, and basic plot. 2.2.1</p>	<p>Writes an understandable story that incorporates story elements and literary devices (e.g., dialogue, descriptive details) 2.2.1</p>
		<p>Writes a variety of responses to text (e.g., response logs, journals) 1.2.2</p>	<p>Uses expressive language when responding to literature or producing text (e.g., journals,</p>	<p>Uses expressive language when responding to literature or producing text (e.g.,</p>	<p>Use expressive language when responding to literature or producing text (e.g.,</p>	<p>Use expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs,</p>	<p>Use expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry,</p>

			pictures supported by text or poetry) 1.2.2	journals, pictures supported by text or poetry) 1.2.2 (L)	writer's notebook, memoirs, poetry, plays, or lyrics) 2.2.3 (L)	poetry, plays, or lyrics) 2.2.3 (L)	plays, or lyrics) 2.2.3 (L)
Using conventions of Standard English	Writes first name with an initial capital and lowercase letters 1.3.1	Writes first name and last name with initial capitals and lowercase letters 1.3.1					
	Writes and corrects formation of upper and lowercase letters 1.3.2	Writes a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation) 1.3.2	Writes a variety of complete, simple sentences (i.e., statement, question, exclamation) 1.3.1	Writes a variety of complete, simple sentences (i.e., statement, question, exclamation) 1.3.1	Writes a variety of simple and complex sentences including the conjunctions <i>and, or, but, because</i> 2.3.1	Varies the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing 2.3.1 (L)	Varies the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing 2.3.1
	Demonstrates an understanding of the						

	correspondence between writing and spoken words (e.g., dictation, reading back written work, shared writing) 1.3.3						
	Uses correct spatial orientation of words on a page (i.e., left to right, top to bottom) 1.3.4						
		Identifies punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks) 1.3.4	Uses punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks) 1.3.3				
	Corrects mistakes in end	Corrects mistakes in	Identifies and corrects	Identifies and corrects	Identifies and corrects	Identifies and corrects	Identifies and corrects mistakes

	punctuation and capitalization with support (e.g., shared and interactive writing) 1.3.5	punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) with support 1.3.5	mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) 1.3.4	mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) 1.3.3	mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in series) and capitalization (i.e., book titles, beginning of sentences, and proper nouns) 2.3.3	mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in a series) and capitalization 2.3.3	in punctuation (i.e., quotation marks in dialogue, commas in dates, salutations and closings in letters, and commas in as a series) and capitalization 2.3.3
		Corrects mistakes in spelling with support (e.g., grade-appropriate, high-frequency words) 1.3.3	Identifies and corrects mistakes in spelling (e.g., grade-appropriate, high-frequency words) 1.3.2	Identifies and corrects mistakes in spelling (e.g., grade-appropriate, high-frequency words) 1.3.2	Identifies and corrects mistakes in spelling (e.g., grade-appropriate, high-frequency words and contractions) 2.3.2 (L)	Identifies and corrects mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions) 2.3.2	Identifies and corrects mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions) 2.3.2
					Identifies and	Identifies and	Identifies and

					corrects usage mistakes in subject/verb agreement 2.3.4 (L)	corrects mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives) 2.3.4 (L)	corrects mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns) 2.3.4
	Approximates legible handwriting (i.e., correct spacing, letter formation, and pencil grip) 1.3.6	Produces legible handwriting with correct spacing, letter formation, and pencil grip 1.3.6	Rewrites handwritten work to improve legibility, if necessary, when producing final drafts. 1.3.5	Rewrites handwritten work to improve legibility, if necessary, when producing final drafts. 1.3.4 (L)			
Revises writing	Shares clarifying or added details about pictures and writing with support orally. 1.4.1	Works with peers or teachers to rearrange and add supporting details to improve clarity. 1.4.1	Rearranges and adds supporting details to improve clarity. 1.4.1	Rearranges and adds supporting details to improve clarity. 1.4.1	Rearranges and adds details to improve focus and to support main ideas 2.4.1	Rearranges and adds details to improve focus and to support main ideas, and to make sequence clear 2.4.1	Rearranges and adds details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear 2.4.1
	Shares own	Gives and	Gives and	Gives and	Gives and	Gives and	Gives and

	writing (e.g., stories, pictures, ideas) and responds appropriately to feedback from others (e.g., “Thank you,” “I like that part, too.”) 1.4.2	receives ideas and suggestions about writing and responds appropriately . 1.4.2	receives appropriate feedback about written work. 1.4.2	receives appropriate feedback about written work. 1.4.2 (L)	receives appropriate feedback and uses established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics) 2.4.2 (L)	receives appropriate feedback and uses established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics) 2.4.2 (L)	receives appropriate feedback and uses established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics) 2.4.2 (L)
							Combines sentences for fluency and selects precise, descriptive words to improve the quality and effectiveness of writing 2.4.3 (L)
Documents sources	Identifies sources of oral and written information (e.g., people,	Identifies sources or oral and written information	Lists sources or authors and titles of books and other materials	Lists sources or authors and titles of books and other	Gives credit for others’ information by citing title and source	Gives credit for others’ ideas, images, and information by citing title and	Gives credit for others’ ideas, images, and information by citing title and

	movies, books, etc.) 1.5.1	(e.g., people, movies, books, maps, glossary, computer, etc.) 1.5.1	when used as references in written work with support. 1.5.1	materials when used as references in written work. 1.5.1 (L)	(e.g., author, storyteller, translator, songwriter, or artist) 2.5.1 (L)	source (e.g., author, storyteller, translator, songwriter, or artist) 2.5.1 (L)	source (e.g., author, storyteller, translator, songwriter, or artist) 2.5.1 (L)
Uses resources					Looks up spelling or definitions of words in dictionaries 2.6.1 (L)	Looks up spelling or definitions of words in dictionaries or corrects misspellings using software programs 2.6.1 (L)	Looks up spelling or definitions of words in dictionaries or corrects misspellings using software programs, including choosing the correct spelling option among several choices 2.6.1 (L)
					Uses a thesaurus to find synonyms for common words 2.6.2 (L)	Uses a thesaurus to fine synonyms for common words 2.6.2 (L)	Uses a thesaurus to fine synonyms for common words 2.6.2 (L)