



VOORHEES, NEW JERSEY 08043

Language Arts Literacy Curriculum Guide

Kindergarten through Eighth Grade

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VOORHEES TOWNSHIP PUBLIC SCHOOLS

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The Voorhees Township Public School's Language Arts Literacy Program reflects input and tedious work of our district's reading specialists. The support of the district's administrators and other staff members is also fittingly noted. The following lists these district staff members:

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Voorhees Township Public Schools
English Language Arts Curriculum Guide

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**VOORHEES TOWNSHIP PUBLIC SCHOOLS
ENGLISH LANGUAGE ARTS K – 8 CURRICULUM GUIDE**

PHILOSOPHY

Webster's Third New International Dictionary defines language in many ways. The most apt definition for a school's curriculum use is "any means, vocal or other, of expressing or communicating feelings or thoughts." Through the study of language and its related fields, children expand their native thinking ability through involvement in the communications process. This provides them the opportunity to enhance their ability to draw conclusions, form accurate predictions, arrive at valid inferences, test hypotheses, identify and solve problems, and effectively evaluate their experiences in our diverse world.

In working toward this goal, it is important to provide students with a structured, sequential series of skills. These should provide the instruction and practice necessary to encourage growth and mastery. Students need knowledge of language skills to develop the communications strategies required for the 21st century and our changing global society. Communication involves the development of good listening, speaking, reading habits, writing, viewing, interpreting data, and researching skills on or offline. These are all essential elements for gathering information needed to create effective deeper level thought processes for communication.

To encourage development of the child's ability to communicate, we compiled an inclusive curriculum that incorporates many aspects of scholarly vocabulary development to enhance and improve reading comprehension of complex and other text, writing strategies, speaking and listening skills, research skills, and technology applicable instruction to provide increased proficiency in the area of English Language Arts.

VOORHEES TOWNSHIP PUBLIC SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM GUIDE

PROGRAM GOALS

The Voorhees Township Public School District believes that the English Language Arts goes beyond functional literacy in all content areas. To foster lifelong literacy and learning for our students, it is essential to prepare them with college and career readiness skills. Students will need to compete in our global society through collaborative and independent efforts. Program goals for our middle school students are provided in section II of this guide. The goals of our English Language Arts elementary program promote students who:

- enlarge knowledge and experience world views through listening, speaking, reading, writing, media and technology;
- prepare for the complexity of literacy skills needed for college and career readiness;
- think critically and communicate in ways where they evaluate, solve problems, and make decisions;
- actively engage in content area literacy and technical subjects;
- undertake close attentive reading of high-quality complex literature, informational, and other diverse texts;
- demonstrate critical reading in order to discern priority details on or offline;
- celebrate their love of literacy through diverse means.

It is hoped that the influence of both home and school will lead to the achievement of each child's personal potential.

VOORHEES TOWNSHIP PUBLIC SCHOOLS
K – 8
ENGLISH LANGUAGE ARTS CURRICULUM GUIDE

OVERVIEW

This curriculum guide has been compiled to provide the teaching staff direction and guidance for the teaching of English Language Arts in Voorhees Township Public Schools. Our curriculum objectives reflect the Common Core State Standards for English Language Arts and Literacy in content areas and technical subjects.

The teaching staff should use a variety of materials and techniques to provide integrated instruction of each area in the English Language Arts. Whenever possible, students should be provided opportunities to self select projects. Opportunities to select materials and interact with print independently and in a variety of flexible and other group settings in a differentiated instructional manner should also be provided, where appropriate.

The English Language Arts Curriculum Guide attempts to provide for every aspect of literacy instruction in our district. Anchor standards and strands are presented in a spiraled structure that should ensure appropriate skill presentation. Concepts are introduced in a logical, systematic order for the district's students that follow current educational trends in the State of New Jersey.

The standards for all grade levels were developed for specific ideas, questions and key understandings about literacy. In grades K - 5, students should develop their ability to express themselves effectively and ultimately establish the skills necessary for reading complex texts. Standards provide for developing literacy skills

in order to become a fluent reader and writer of real-world and other diverse text. Opportunities within instruction in the primary grades should enable all to apply skills and strategies, while gradually reading more and more challenging texts.

Students should move from picture books to chapter books and from writing words and a few connected sentences to writing stories with a clear content. An organized beginning, middle and ending of these writings should become evident. Students will be able to fortify literacy skills to become a more fluent reader, writer, and a lifelong learner. The application of skills learned in the primary grades should provide a road map for growth and a guide for the teacher in making instructional and assessment decisions to prepare for the intermediate grades.

The intermediate grade levels will be engaged in skills and learning activities that should transfer their knowledge about reading and writing to real-world literacy. The curriculum guide is designed to help students consolidate the skills and strategies learned in the primary grades in order to become an increasingly proficient, thoughtful independent reader and writer. Students will need to continue building upon skills in order to develop and enhance the ability to transfer knowledge and skills about reading and writing to real-world literacy and communication needs, especially for content area instruction.

The middle school level curriculum provides for a more rigorous, sequential series of standards needed to master both language and communication skills expected of our students as 21st century learners. The study of literacy through this curriculum will provide teachers with the guidance and resource that should continue to assist with preparing students for high school, college and career readiness.

With the use of this guide, teachers should ultimately use a variety of instructional strategies that include differentiated instructional techniques. They are also invited and encouraged to use their imaginations

creatively and their love of teaching to inspire students to attain new heights in reading complex text, speaking and listening, language learning, and writing which can help to lead them into the future.

EVALUATION

The successful attainment of the objectives listed in this guide by students shall be assessed and not limited to the following combination(s):

1. Teacher observations
2. Teacher constructed quizzes, tests and assessments
3. Board approved textbook program assessments
4. When appropriate, the district approved standardized test
5. Where appropriate, district constructed mid-term and final exams
6. Students are expected to master a minimum of 70% of the objectives presented

ADAPTABILITY

This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, E.S.L. and basic skills. Programs shall be modified based on I.E.P.'s, I.S.I.P.s, etc.

Literacy Terms and Definitions

Anecdotal Records

Narrative written and dated records on a student which are used to measure progress, growth or to record behaviors.

Authentic Assessment

A system that involves students in activities that are as close as possible to “real life” tasks of readers and writers. Authentic assessment is continual, informs teaching, integral to the curriculum, and is developmentally and culturally appropriate.

Author’s Chair

A specific place in the classroom where the writer sits when sharing his or her own writing with the class. Sharing from this designated place signifies the author is seeking a form of response (e.g., help for a work in progress, comments for finished work).

Balanced Literacy

A model for teaching children in a child-centered classroom that provides many chances for reading and writing experiences. This model includes four different types of reading experiences: reading aloud to children, shared reading, guided reading, and independent reading. There are also four types of writing experiences: shared writing, interactive writing, guided writing, and independent writing.

Book Talk

A way to create student interest and introduce them to new texts they might otherwise not read. A book talk should take about 1-2 minutes. Students and teachers can both give book talks. Students should give them after the teacher has presented minilessons on how to give one effectively.

Close Reading

The careful sustained interpretation of a brief passage of text.

Conferring (Reading)

A component of the reading workshop during which the teacher:

- Supports the ability to process text with understanding and fluency
- Helps the student learn more about him/her self as a reader
- Helps the student solve problems
- Records anecdotal records during a conference

Conferring (Writing)

A component of the writing workshop during which the teacher:

- Gives the writer an audience
- Helps the student discover and focus topics
- Identifies teaching points for mini-lessons
- Helps students extend writing strategies
- Listens to students talk about their writing
- Evaluates students' progress in writing
- Record anecdotal records

Constructed/Developmental Spelling

An attempt by beginning writers to use their knowledge of sounds or visual patterns to spell a word when conventional spelling is unknown.

Cueing Systems

Reading strategies that derive meaning from text using the structures of language. These include:

- *grapho-phonemic/visual cues*—the relationship between the sounds and the symbol/spelling of a language (sound/letter relationships)
- *semantic/meaning cues*—the reader uses his/her vocabulary, experience, and conceptual background to feed into the reading process so that he/she can make sense out of what is read (word meaning)

- *syntactic cues*—the reader derives meaning from the way words are arranged in a sentence
- *pragmatic cues*—the reader uses his/her experience with social language to interpret and understand text (informal or colloquial language)

Effective Questioning

Using questions to engage students, assess student understanding, and challenge students to go deeper into content. Effective questioning stimulates critical thinking and allows students to demonstrate what they know (metacognition).

Elements of Story Structure

Theme, plot, problem, characters, setting, story structure, style and tone.

Emergent Literacy

A period of literacy development that occurs before standard reading and writing. Emergent writers might use pictures, scribbles, or use strings of consonants for encoding their ideas. Emergent readers use developmental reading by using pictures and memory to verbalize texts.

Exemplar

An example of student work that exemplifies an expectation of performance level. A writing exemplar could be used to demonstrate an excellent product according to a predetermined rubric. Exemplars could also be used for demonstrating fluent reading and oral presentations.

First 20 Days

(Getting Started With Independent Reading Grades 3-8)

This will likely take you more than “20 days.” During this time, you have two critical goals:

1. Help your students think of themselves as readers by reading books that they enjoy and have them participate in all the choices and decisions readers make.
2. Establish the roles and routines of the reading workshop. (for detailed explanation, see *Guiding Readers and Writers...*, p. 142)

Flexible Grouping

As a result of formative assessment, students are grouped for a specific component of the lesson into temporary groups based upon the common needs of the individuals; groups are not permanent.

Gradient Library (Leveled Library)

A collection of books arranged by category and level of difficulty from which the teacher can select texts that are suitable for groups and individuals.

Guided Reading (Leveled Reading)

Guided reading/ leveled reading is a component of the Reading Workshop model and enables the teacher to work with a small group of students to help them learn effective strategies for processing texts of increasing levels of difficulty with understanding. It is small-group instruction for students who read the same text. The group may have students who read at about the same level, demonstrate similar reading behaviors, have similar interests, or share similar instructional needs. These small groups (anywhere from three to six students) are flexible; they change as the teacher assesses the students' growth and needs (differentiated instruction). Frequency of group meetings depends on the needs of the group and the neediest readers should meet often.

Guided Reading Text Introduction

A scaffold to support the student in processing the text. The purpose is to remove some of the complexities the book may have in order to allow the student to take on new challenges and process the text effectively. An introduction may be more supportive or less supportive, depending on the characteristics of the book and the needs of the group.

Independent Reading

In independent reading, students read individually and silently, typically selecting their own texts, sometimes with teacher guidance. When you implement independent reading for the first time, you will want to present several mini-lessons on how to select books (during "The First 20 Days"). While the students are reading, you will be able to hold one-on-one conferences. At the end of the period, you will conduct sharing and evaluation.

Interactive Read Aloud

A book is read aloud to the students, who are actively engaged in listening to and thinking about the story being read. The teacher will stop at predetermined points to ask a question or engage the students in a brief discussion.

Kid Writing

Kid writing focuses on teaching phonics in the context of writing by offering personal, meaningful, and effective opportunities for phonics instruction.

Literacy Discussion Group

(Literature Circle / Literature Study / Book Club)

Also known as literature circles, literature study, book clubs, and readers' circles. Literacy Discussion Group is a focused examination of a text, which involves these elements:

1. Reading and thinking about works of literature.
2. Collaborating with others to reflect on, analyze, and criticize literature.
3. Developing and sharing aesthetic responses to literature.
4. Extending understandings through talk and/or writing.

Mentor Text

(for teaching reading and writing)

Authentic literature used as a model for writer's craft and reading strategies.

Metacognition

Awareness of one's own thought processes—thinking about thinking.

Mini-lesson (Reading)

A short (5-15 minutes) interactive lesson focused on a specific principle or procedure for reading. There are three basic kinds of reading mini-lessons:

- *Management*—used to establish routines and procedures for the reading workshop
- *Strategies and Skills*—used to teach processes that readers employ as they construct

- meaning from print
- *Craft/Literary Analysis*—used to help students become familiar with the techniques and
- devices authors use to create works of literature

Mini-lesson (Writing)

A short (5-15 minutes) interactive lesson focused on a specific principle or procedure for writing.

There are three kinds of writing mini-lessons:

- Management—used to establish routines and procedures for the writing workshop
- Writer’s Craft—used to teach writers how to improve their writing, based on what makes good writing
- Conventions—helps students gradually increase their control of standardized written
- communication

Miscue Analysis

An assessment tool that provides an in depth analysis of a student’s reading behavior and text processing.

Performance Task

A task that shows transfer of knowledge on the part of the student. It should be authentic, has a final product, and requires the student to apply all of his or her knowledge in context. It involves more than just a single test of performance and uses other measures of assessment such as surveys, interviews, observations, or quizzes.

Phonemic Awareness

The ability to hear and identify sounds in words.

Phonics

The knowledge of letter/sound relationships used in reading and writing.

Phonological Order

A graphic sequence composed of a vowel or vowel cluster and an ending consonant or consonant cluster. These are sometimes called word families.

Picture Cues

A reading strategy using an illustration to identify words in the text.

Portfolio

A carefully selected collection of a student's work over time that shows progress is evident.

Process Writing

Learning how to write by writing.

Read Aloud

A read aloud is a planned oral reading of a book or print excerpt. It is usually related to a theme or topic of study. A read aloud is used to engage the student while developing background knowledge, increasing comprehension skills, and fostering critical thinking. It is used to model the use of reading strategies that aid in comprehension.

Reader's Notebook

A place for students to log the book they read, record reading interests, and write about their reading in the form of a letter.

Readers' Theater

In Reader's theatre, actors use vocal expression to help the audience understand the story rather than visual storytelling such as sets, costumes, and intricate blocking.

Reading Level

Frustration—The text is too difficult for the reader to use what he or she knows to make sense of the text. If a running record indicates below 90% accuracy, the text is considered to be at the child's frustration level.

Instructional—The child can read the text with support from the teacher. If a running record indicates 90%-94% accuracy, the text is considered to be at the child's instructional level.

Independent— The child can read the text independently, using what he or she knows to figure out unknown words. The child can read a text with 95%-100% accuracy and should be reading at a higher level.

Reading Response Log

An entry in the Reader's Notebook that demonstrates a thoughtful response in which thinking is shared about the books they are reading or have completed. The entry can be written to the teacher and the teacher responds demonstrating the process of inquiry and assisting students in expanding their reflective power.

Reading Workshop

Reading workshop is composed of Independent Reading, Guided Reading, and Literature Study.

Running Records

A way to analyze a reader's processing strategies using any text. A system of codes is used to record miscues.

Schema/ Background Knowledge

The conscious and unconscious strategies that readers access, use, and modify based on the knowledge they already have.

Shared Reading

Teacher and student have the same text or it is projected on an ActivBoard. Students read along silently as the teacher reads aloud. There may be times when students join in or take over the reading.

Shared Writing

Teacher and students work together to discuss and compose text related to a common experience or area of study. The teacher is the scribe.

Sticky Notes

(Think-marks, Quick Notes, Post-It Notes™)

A tool for students to write questions, make comments, note interesting vocabulary/sentences/phrases, and mark these spots in the book. These notes may be placed on a graphic organizer, and brought to share during group discussion.

Think Aloud

This is a technique that offers information about processing and comprehension. Students are required to stop at points in their reading and talk about what they are doing and understanding as readers.

Writer's Notebook

A place to collect new ideas or seeds for writing projects during independent writing. A resource from which a student can draw ideas for his or her own pieces.

Writing Process

A recursive process that involves five distinct steps: prewriting, drafting, revising, proofreading, and publishing.

Writing Workshop

Writing workshop is an interrelated combination of writing experiences that occur during the writing block of the language/literacy framework. It encompasses focused writing-both assigned and self-selected – in a variety of genres and content areas, including longer research projects.

It also includes providing specific writing instruction to small groups of students.

Zone of Proximal Development (ZPD)

The difference between what a learner can do on his or her own and what he or she can do with help. Providing experiences in each child's ZPD encourages and advances in his or her individual learning. Lev Vygotsky developed this concept.

Common Core State Standards for English Language Arts

Reading Standards: Literature and Informational Text for **Grade K**

Grade K - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 	<ul style="list-style-type: none"> • Literacy Program materials • Leveled Reading • Literacy Discussion Groups • Think Aloud • Read Aloud • Word Study • Mini-Lessons • Class and Small Group Discussion • Technology Resources • Genre/Author Study • Teacher Modeling • Graphic Organizers • Student Presentations • Response Logs 	<ul style="list-style-type: none"> • Literacy Program Assessments • Effective Questioning • Teacher Observation • Conferencing • Anecdotal Records • Rubrics/Checklists • Oral Responses • Response to Reading • Graphic Organizers

Common Core State Standards for English Language Arts			
Reading Standards: Literature and Informational Text for Kindergarten			
Grade K - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
Integration of Knowledge and Ideas 7. 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). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.	Integration of Knowledge and Ideas 7. 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). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.		

Common Core State Standards for English Language Arts

Reading Standards: Literature and Informational Text for **Grade 1**

Grade 1 - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text. 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. 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. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<ul style="list-style-type: none"> • Literacy Program materials • Leveled Reading • Literacy Discussion Groups • Reader's Workshop • Writer's Workshop • Think Aloud • Read Aloud • Word Study • Mini-Lessons • Class and Small Group Discussion • Technology Resources • Genre/Author Study • Teacher Modeling • Graphic Organizers • Student Presentations • Response Logs 	<ul style="list-style-type: none"> • Literacy Program Assessments • Effective Questioning • Teacher Observation • Conferencing • Anecdotal Records • Rubrics/Checklists • Oral Responses • Response to Reading • Graphic Organizers

Common Core State Standards for English Language Arts			
Reading Standards: Literature and Informational Text for Grade 1			
Grade 1 - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>Integration of Knowledge and Ideas 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>Range of Reading and Level of Text Complexity 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Integration of Knowledge and Ideas 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity 10. With prompting and support, read informational texts appropriately complex for grade 1.</p>		

Common Core State Standards for English Language Arts

Reading Standards: Literature and Informational Text for **Grade 2**

Grade 2 - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud. 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. 5. 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. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 	<ul style="list-style-type: none"> • Literacy Program materials • Leveled Reading • Literacy Discussion Groups • Reader's Workshop • Writer's Workshop • Think Aloud • Read Aloud • Word Study • Mini-Lessons • Class and Small Group Discussion • Technology Resources • Genre/Author Study • Teacher Modeling • Graphic Organizers • Response Log 	<ul style="list-style-type: none"> • Literacy Program Assessments • Effective Questioning • Teacher Observation • Conferencing • Anecdotal Records • Rubrics/Checklists • Oral Responses • Response to Reading • Graphic Organizers

Common Core State Standards for English Language Arts			
Reading Standards: Literature and Informational Text for Grade 2			
Grade 2 - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>Integration of Knowledge and Ideas 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>Range of Reading and Level of Text Complexity 10. 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>Integration of Knowledge and Ideas 7. Explain how specific images (e.g., diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Range of Reading and Level of Text Complexity 10. By the end of the 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.</p>		

Common Core State Standards for English Language Arts

Reading Standards: Literature and Informational Text for **Grade 3**

Grade 3 - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 5. 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. 6. Distinguish their own point of view from that of the narrator or those of the characters. 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. 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. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text. 	<ul style="list-style-type: none"> • Literacy Program materials • Leveled Reading • Literacy Discussion Groups • Reader's Workshop • Writer's Workshop • Think Aloud • Read Aloud • Word Study • Mini-Lessons • Class and Small Group Discussion • Technology Resources • Genre/Author Study • Teacher Modeling • Graphic Organizers • Student Presentations • Response Log 	<ul style="list-style-type: none"> • Literacy Program Assessments • Effective Questioning • Teacher Observation • Conferencing • Anecdotal Records • Rubrics/Checklists • Oral Responses • Response to Reading • Graphic Organizers

Common Core State Standards for English Language Arts			
Reading Standards: Literature and Informational Text for Grade 3			
Grade 3 - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>Integration of Knowledge and Ideas 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 8. (Not applicable to literature) 9. 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).</p> <p>Range of Reading and Level of Text Complexity 10. 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.</p>	<p>Integration of Knowledge and Ideas 7. 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). 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Range of Reading and Level of Text Complexity 10. 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>		

Common Core State Standards for English Language Arts			
Reading Standards: Literature and Informational Text for Grade 4			
Grade 4 - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>Key Ideas and Details</p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. 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>Craft and Structure</p> <p>4. 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).</p> <p>5. 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.</p>	<p>Key Ideas and Details</p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>3. 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.</p> <p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>5. 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.</p>	<ul style="list-style-type: none"> • Literacy Program materials • Leveled Reading • Literacy Discussion Groups • Reader's Workshop • Writer's Workshop • Think Aloud • Read Aloud • Word Study • Mini-Lessons • Class and Small Group Discussion • Technology Resources • Genre/Author Study • Teacher Modeling • Graphic Organizers • Student Presentations • Response Log 	<ul style="list-style-type: none"> • Literacy Program Assessments • Effective Questioning • Teacher Observation • Conferencing • Anecdotal Records • Rubrics/Checklists • Oral Responses • Response to Reading • Graphic Organizers

Common Core State Standards for English Language Arts			
Reading Standards: Literature and Informational Text for Grade 4			
Grade 4 - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>Integration of Knowledge and Ideas</p> <p>7. 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>8. (Not applicable to literature)</p> <p>9. 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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. 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.</p>	<p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Interpret information presented visually, orally, or quantitatively (e.g., in 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.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of range.</p>		

Common Core State Standards for English Language Arts

Reading Standards: Literature and Informational Text for **Grade 5**

Grade 5 - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>Key Ideas and Details</p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. 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; summarize the text.</p> <p>3. 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).</p> <p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Key Ideas and Details</p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>3. 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.</p> <p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>5. 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.</p>	<ul style="list-style-type: none"> • Literacy Program materials • Leveled Reading • Literacy Discussion Groups • Reader's Workshop • Writer's Workshop • Think Aloud • Read Aloud • Word Study • Mini-Lessons • Class and Small Group Discussion • Technology Resources • Genre Study • Teacher Modeling • Graphic Organizers • Student Presentations • Response Logs 	<ul style="list-style-type: none"> • Literacy Program Assessments • Effective Questioning • Teacher Observation • Conferencing • Anecdotal Records • Rubrics/Checklists • Oral Responses • Response to Reading • Graphic Organizers

Common Core State Standards for English Language Arts			
Reading Standards: Literature and Informational Text for Grade 5			
Grade 5 - Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, and beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. 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.</p>	<p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Integration of Knowledge and Ideas</p> <p>7. 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.</p> <p>8. 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>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. 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>		

Common Core State Standards for English Language Arts

Reading Standards: Foundational Skills for Kindergarten

Grade K - Reading Standards	Options for Learning Activities	Assessment
<p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. <p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. 	<ul style="list-style-type: none"> Morning Routine/Daily Edits Literacy Program Materials Leveled Reading Literacy Discussion Groups Choral/Echo/Partner Reading Independent Reading Teacher Modeling Think Alouds Mini-Lessons Word Work/Study Class and Small Group Discussion Technology Resources 	<ul style="list-style-type: none"> Literacy Program Assessment Effective Questioning Teacher Observation Teacher/Student Conferencing Anecdotal Records Checklists/Rubrics Running Records Daily Application of Mini-Lesson and Strategy Instruction

Common Core State Standards for English Language Arts

Reading Standards: Foundational Skills for Kindergarten

Grade K - Reading Standards	Options for Learning Activities	Assessment
<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Fluency</p> <p>4. Read emergent-reader texts with purpose and understanding.</p>		

Common Core State Standards for English Language Arts

Reading Standards: Foundational Skills for **Grade 1**

Grade 1 - Reading Standards	Options for Learning Activities	Assessment
<p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	<ul style="list-style-type: none"> • Morning Routine/Daily Edits • Literacy Program Materials • Leveled Reading • Literacy Discussion Groups • Choral/Echo/Partner Reading • Independent Reading • Teacher Modeling • Think Alouds • Mini-Lessons • Word Study • Class and Small Group Discussion • Reader's Theatre • Technology Resources 	<ul style="list-style-type: none"> • Literacy Program Assessment • Effective Questioning • Teacher Observation • Teacher/Student Conferencing • Anecdotal Records • Checklists/Rubrics • Running Records • Daily Application of Mini-Lesson and Strategy Instruction

Common Core State Standards for English Language Arts

Reading Standards: Foundational Skills for **Grade 1**

Grade 1 - Reading Standards	Options for Learning Activities	Assessment
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 		

Common Core State Standards for English Language Arts

Reading Standards: Foundational Skills for **Grade 1**

Grade 1 - Reading Standards	Options for Learning Activities	Assessment
Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

Common Core State Standards for English Language Arts

Reading Standards: Foundational Skills for **Grade 2**

Grade 2 - Reading Standards	Options for Learning Activities	Assessment
<p>Phonics and Word Recognition 1. and 2. (Not applicable)</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • Literacy Program Materials • Leveled Reading • Literacy Discussion Groups • Choral/Echo/Partner Reading • Independent Reading • Teacher Modeling • Think Alouds • Mini-Lessons • Word Study • Class and Small Group Discussion • Reader's Theatre • Technology Resources 	<ul style="list-style-type: none"> • Literacy Program Assessment • Effective Questioning • Teacher Observation • Teacher/Student Conferencing • Anecdotal Records • Checklists/Rubrics • Running Records • Daily Application of Mini-Lesson and Strategy Instruction

Common Core State Standards for English Language Arts		
Reading Standards: Foundational Skills for Grade 2		
Grade 2 - Reading Standards	Options for Learning Activities	Assessment
Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		

Common Core State Standards for English Language Arts

Reading Standards: Foundational Skills for **Grade 3**

Grade 3 - Reading Standards	Options for Learning Activities	Assessment
<p>1. and 2. (Not applicable)</p> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllabic words. Read grade-appropriate irregularly spelled words. <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> Literacy Program Materials Leveled Reading Literacy Discussion Groups Choral/Partner Reading Independent Reading Teacher Modeling Think Alouds Mini-Lessons Word Study Class and Small Group Discussion Reader's Theatre Technology Resources 	<ul style="list-style-type: none"> Literacy Program Assessment Effective Questioning Teacher Observation Teacher/Student Conferencing Anecdotal Records Checklists/Rubrics Running Records Daily Application of Mini-Lesson and Strategy Instruction

Common Core State Standards for English Language Arts

Reading Standards: Foundational Skills for **Grade 4**

Grade 4 - Reading Standards	Options for Learning Activities	Assessment
<p>1. and 2. (Not applicable)</p> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Use 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>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> Literacy Program Materials Leveled Reading Literacy Discussion Groups Choral/Partner Reading Independent Reading Teacher Modeling Think Alouds Mini-Lessons Word Study Class and Small Group Discussion Reader's Theatre Technology Resources 	<ul style="list-style-type: none"> Literacy Program Assessment Effective Questioning Teacher Observation Teacher/Student Conferencing Anecdotal Record Checklists/Rubrics Running Records Daily Application of Mini-Lesson and Strategy Instruction

Common Core State Standards for English Language Arts

Reading Standards: Foundational Skills for **Grade 5**

Grade 5 - Reading Standards	Options for Learning Activities	Assessment
<p>1. and 2. (Not applicable)</p> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Use 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>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> Literacy Program Materials Leveled Reading Literacy Discussion Groups Choral/Partner Reading Teacher Modeling Think Alouds Mini-Lessons Word Study Class and Small Group Discussion Reader's Theatre Technology Resources 	<ul style="list-style-type: none"> Literacy Program Assessment Effective Questioning Teacher Observation Teacher/Student Conferencing Anecdotal Records Checklists/Rubrics Running Records Daily Application of Mini-Lesson and Strategy Instruction

Common Core State Standards for English Language Arts		
Writing Standards for Kindergarten		
Grade K - Writing Standards	Options for Learning Activities	Assessment
<p>Text Types and Purposes</p> <p>1. 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., <i>My favorite book is...</i>)</p> <p>2. 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> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> • Literacy Program Materials • Authentic Literature Used as Models • Process Writing • Graphic Organizers • Writer's Workshop • Teacher Modeling • Writing/Picture Prompts • Author's Chair • Teacher/Student Conferences • Peer Conferences • Technology Resources • Mini-Lessons • Writing Exemplars • Handwriting Center • Keyboarding Programs 	<ul style="list-style-type: none"> • Literacy Program Assessments • Teacher Observation/Questioning • Anecdotal Records • Writing Prompts • Writing Samples • Journals • Writing Portfolios • Daily Application of Mini-Lesson and Strategy Instruction • Rubrics/Checklists • Self-Assessments • Graphic Organizers • Teacher/Student Conferences

Common Core State Standards for English Language Arts		
Writing Standards for Kindergarten		
Grade K - Writing Standards	Options for Learning Activities	Assessment
<p>Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)</p> <p>Range of Writing 10. (Begins in grade 3)</p>		

Common Core State Standards for English Language Arts

Writing Standards for Grade 1

Grade 1 - Writing Standards	Options for Learning Activities	Assessment
<p>Text Types and Purposes</p> <p>1. 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.</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>3. 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.</p> <p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. 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> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p>	<ul style="list-style-type: none"> • Literacy Program Materials • Authentic Literature Used as Models • Process Writing • Graphic Organizers • Writer’s Workshop • Four-Square Writing • Six-Trait Writing • Teacher Modeling • Writing/Picture Prompts • Author’s Chair • Teacher/Student Conferences • Peer Conferences • Technology Resources • Mini-Lessons • Writing Exemplars • Handwriting Center • Keyboarding Programs 	<ul style="list-style-type: none"> • Literacy Program Assessments • Teacher Observation/Questioning • Anecdotal Records • Writing Prompts • Writing Samples • Journals • Writing Portfolios • Daily Application of Mini-Lesson and Strategy Instruction • Rubrics/Checklists • Self-Assessments • Graphic Organizers • Teacher/Student Conferences • Benchmark Assessments

Common Core State Standards for English Language Arts		
Writing Standards for Grade 1		
Grade 1 - Writing Standards	Options for Learning Activities	Assessment
Research to Build and Present Knowledge 7. 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). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4) Range of Writing 10. (Begins in grade 3)		

Common Core State Standards for English Language Arts

Writing Standards for Grade 2

Grade 2 - Writing Standards	Options for Learning Activities	Assessment
<p>Text Types and Purposes</p> <p>1. 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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>3. 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> <p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. 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"> • Literacy Program Materials • Authentic Literature Used as Models • Process Writing • Graphic Organizers • Writer’s Workshop • Four-Square Writing • Six-Trait Writing • Teacher Modeling • Writing Prompts • Author’s Chair • Teacher/Student Conferences • Peer Conferences • Technology Resources • Mini-Lessons • Writing Exemplars • Handwriting Center • Keyboarding Programs 	<ul style="list-style-type: none"> • Literacy Program Assessments • Teacher Observation/Questioning • Anecdotal Records • Writing Prompts • Writing Samples • Journals • Writing Portfolios • Daily Application of Mini-Lesson and Strategy Instruction • Rubrics/Checklists • Self-Assessments • Graphic Organizers • Teacher/Student Conferences • Benchmark Assessments

Common Core State Standards for English Language Arts		
Writing Standards for Grade 2		
Grade 2 - Writing Standards	Options for Learning Activities	Assessment
<p>Research to Build and Present Knowledge</p> <p>7. 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> <p>8. Recall information from experiences or gather information from provided resources to answer a question.</p> <p>9. (Begins in grade 4)</p> <p>Range of Writing</p> <p>10. (Begins in grade 3)</p>		

Common Core State Standards for English Language Arts

Writing Standards for Grade 3

Grade 3 - Writing Standards	Options for Learning Activities	Assessment
<p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement of opinion. <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together, include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. 	<ul style="list-style-type: none"> Literacy Program Materials Authentic Literature Used as Models Process Writing Graphic Organizers Writer's Workshop Four-Square Writing Six-Trait Writing Teacher Modeling Writing Prompts Author's Chair Teacher/Student Conferences Peer Conferences Technology Resources Mini-Lessons Writing Exemplars Handwriting Center Keyboarding Programs 	<ul style="list-style-type: none"> Literacy Program Assessments Teacher Observation/Questioning Anecdotal Records Writing Prompts Writing Samples Journals Writing Portfolios Daily Application of Mini-Lesson and Strategy Instruction Rubrics/Checklists Self-Assessments Graphic Organizers Teacher/Student Conferences Benchmark Assessments

Common Core State Standards for English Language Arts		
Writing Standards for Grade 3		
Grade 3 - Writing Standards	Options for Learning Activities	Assessment
<p>d. Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters, organize an event sequence that unfolds naturally.</p> <p>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>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>Production and Distribution of Writing</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).</p>		

Common Core State Standards for English Language Arts		
Writing Standards for Grade 3		
Grade 3 - Writing Standards	Options for Learning Activities	Assessment
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).</p> <p>6. 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.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p> <p>Range of Writing</p> <p>10. 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>		

Common Core State Standards for English Language Arts		
Writing Standards for Grade 4		
Grade 4 - Writing Standards	Options for Learning Activities	Assessment
<p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented. <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 	<ul style="list-style-type: none"> Literacy Program Materials Authentic Literature Used as Models Process Writing Graphic Organizers Writer's Workshop Four-Square Writing Six-Trait Writing Teacher Modeling Writing Prompts Author's Chair Teacher/Student Conferences Peer Conferences Technology Resources Mini-Lessons Writing Exemplars Handwriting Center Keyboarding Programs 	<ul style="list-style-type: none"> Literacy Program Assessments Teacher Observation/Questioning Anecdotal Records Writing Prompts Writing Samples Journals Writing Portfolios Daily Application of Mini-Lesson and Strategy Instruction Rubrics/Checklists Self-Assessments Graphic Organizers Teacher/Student Conferences Benchmark Assessments

Common Core State Standards for English Language Arts

Writing Standards for **Grade 4**

Grade 4 - Writing Standards	Options for Learning Activities	Assessment
<ul style="list-style-type: none"> b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 		

Common Core State Standards for English Language Arts

Writing Standards for Grade 4

Grade 4 - Writing Standards	Program Component/ Learning Activities	Assessment
<ul style="list-style-type: none"> c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)</p>		

Common Core State Standards for English Language Arts		
Writing Standards for Grade 4		
Grade 4 - Writing Standards	Options for Learning Activities	Assessment
<p>6. 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. 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>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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>		

Common Core State Standards for English Language Arts		
Writing Standards for Grade 4		
Grade 4 - Writing Standards	Options for Learning Activities	Assessment
<p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p> <p>Range of Writing 10. 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>		

Common Core State Standards for English Language Arts

Writing Standards for Grade 5

Grade 5 - Writing Standards	Options for Learning Activities	Assessment
<p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented. <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 	<ul style="list-style-type: none"> Literacy Program Materials Authentic Literature Used as Models Process Writing Graphic Organizers Writer's Workshop Four-Square Writing Six-Trait Writing Teacher Modeling Writing Prompts Author's Chair Teacher/Student Conferences Peer Conferences Technology Resources Mini-Lessons Writing Exemplars Handwriting Center Keyboarding Programs 	<ul style="list-style-type: none"> Literacy Program Assessments Teacher Observation/Questioning Anecdotal Records Writing Prompts Writing Samples Journals Writing Portfolios Daily Application of Mini-Lesson and Strategy Instruction Rubrics Checklists Self-Assessments Graphic Organizers Teacher/Student Conferences Benchmark Assessments

Common Core State Standards for English Language Arts		
Writing Standards for Grade 5		
Grade 5 - Writing Standards	Options for Learning Activities	Assessment
<ul style="list-style-type: none"> b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 		

Common Core State Standards for English Language Arts		
Writing Standards for Grade 5		
Grade 5 - Writing Standards	Options for Learning Activities	Assessment
<ul style="list-style-type: none"> c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.</p> <p>6. With some guidance and support from adults, use technology, including the Internet,</p>		

Common Core State Standards for English Language Arts		
Writing Standards for Grade 5		
Grade 5 - Writing Standards	Options for Learning Activities	Assessment
<p>to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. 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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> 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>		

Common Core State Standards for English Language Arts		
Writing Standards for Grade 5		
Grade 5 - Writing Standards	Options for Learning Activities	Assessment
<p>b. Apply <i>grade 5 Reading standards</i> 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>Range of Writing 10. 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>		

Common Core State Standards for English Language Arts

Speaking and Listening Standards for Grade K

Grade K	Options for Learning Activities	Assessment
<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 20px;">b. Exchanges.</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. 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"> • Literacy Program Materials • Literacy Discussion Groups • Teacher Modeling • Whole Class Discussions • Small Group Discussions • Morning Routine • Think-Pair-Share • Oral Presentations • Role Play • Read Aloud-Think Aloud • Peer Conferencing • Author's Chair • Mini-Lessons • Response Logs • Graphic Organizers • Technology Resources 	<ul style="list-style-type: none"> • Literacy Program Assessments • Rubric for Effective Oral Presentations • Student Participation • Personal Experience Sharing • Student Think Alouds • Anecdotal Records • Listener's/Speaker's Checklists • Self-Monitoring • Teacher Observation/Checklists • Teacher-Student Conferencing • Oral/Written Responses • Effective Questioning and Responses

Common Core State Standards for English Language Arts		
Speaking and Listening Standards for Grade K		
Grade K	Options for Learning Activities	Assessment
Presentation of Knowledge and Ideas 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.		

Common Core State Standards for English Language Arts

Speaking and Listening Standards for Grade 1

Grade 1	Options for Learning Activities	Assessment
<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">a. 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 style="padding-left: 20px;">b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p style="padding-left: 20px;">c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • Literacy Program Materials • Literacy Discussion Groups • Teacher Modeling • Whole Class Discussions • Small Group Discussions • Discussions from Journal Entries • Think-Pair-Share • Oral Presentations • Reader's Theater • Role Play • Read Aloud-Think Aloud • Writer's Workshop • Peer Conferencing • Author's Chair • Mini-Lessons • Response Logs • Graphic Organizers • Technology Resources 	<ul style="list-style-type: none"> • Literacy Program Assessments • Rubric for Effective Oral Presentations • Student Participation • Personal Experience Sharing • Student Think Alouds • Anecdotal Records • Listener's/Speaker's Checklists • Self-Monitoring • Teacher Observation/Checklists • Teacher-Student Conferencing • Oral/Written Responses • Effective Questioning and Responses • Benchmark Assessments

Common Core State Standards for English Language Arts		
Speaking and Listening Standards for Grade 1		
Grade 1	Options for Learning Activities	Assessment
Presentation of Knowledge and Ideas 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation (See gr. 1 Language standards 1 and 3 for specific expectations.		

Common Core State Standards for English Language Arts

Speaking and Listening Standards for Grade 2

Grade 2	Options for Learning Activities	Assessment
<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> • Literacy Program Materials • Literacy Discussion Groups • Teacher Modeling • Whole Class Discussions • Small Group Discussions • Discussions from Journal Entries • Think-Pair-Share • Oral Presentations • Reader's Theater • Read Aloud-Think Aloud • Writer's Workshop • Peer Conferencing • Author's Chair • Mini-Lessons • Response Logs • Graphic Organizers • Technology Resources 	<ul style="list-style-type: none"> • Literacy Program Assessments • Rubric for Effective Oral Presentations • Student Participation • Personal Experience Sharing • Student Think Alouds • Anecdotal Records • Listener's/Speaker's Checklists • Self-Monitoring/Assessments • Literacy Discussion Group Performance Assessment • Teacher Observation/Checklists • Teacher-Student Conferencing • Oral/Written Responses • Effective Questioning and Responses • Benchmark Assessments

Common Core State Standards for English Language Arts		
Speaking and Listening Standards for Grade 2		
Grade 2	Options for Learning Activities	Assessment
<p>3. 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> <p>Presentation of Knowledge and Ideas</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>5. 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> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations).</p>		

Common Core State Standards for English Language Arts

Speaking and Listening Standards for Grade 3

Grade 3	Options for Learning Activities	Assessment
<p>Comprehension and Collaboration</p> <p>1. 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> <ol style="list-style-type: none"> a. 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Literacy Program Materials • Literacy Discussion Groups • Teacher Modeling • Whole Class Discussions • Small Group Discussions • Discussions from Journal Entries • Think-Pair-Share • Oral Presentations • Reader's Theater • Read Aloud-Think Aloud • Writer's Workshop • Peer Conferencing • Author's Chair • Mini-Lessons • Response Logs • Graphic Organizers • Technology Resources 	<ul style="list-style-type: none"> • Literacy Program Assessments • Rubric for Effective Oral Presentations • Student Participation • Personal Experience Sharing • Student Think Alouds • Anecdotal Records • Listener's/Speaker's Checklists • Self-Monitoring/Assessments • Literacy Discussion Group Performance Assessment • Teacher Observation/Checklists • Teacher-Student Conferencing • Oral/Written Responses • Effective Questioning and Responses • Benchmark Assessments

Common Core State Standards for English Language Arts		
Speaking and Listening Standards for Grade 3		
Grade 3	Options for Learning Activities	Assessment
<p>2. 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.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. 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.</p> <p>5. 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.</p>		

Common Core State Standards for English Language Arts		
Speaking and Listening Standards for Grade 3		
Grade 3	Options for Learning Activities	Assessment
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>		

Common Core State Standards for English Language Arts

Speaking and Listening Standards for **Grade 4**

Grade 4	Options for Learning Activities	Assessment
<p>Comprehension and Collaboration</p> <p>1. 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> <ol style="list-style-type: none"> a. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Literacy Program Materials • Literacy Discussion Groups • Teacher Modeling • Whole Class Discussions • Small Group Discussions • Discussions from Journal Entries • Think-Pair-Share • Oral Presentations • Reader's Theater • Read Aloud-Think Aloud • Writer's Workshop • Peer conferencing • Author's Chair • Mini-Lessons • Response Logs • Graphic Organizers • Technology Resources 	<ul style="list-style-type: none"> • Literacy Program Assessments • Rubric for Effective Oral Presentations • Student Participation • Personal Experience Sharing • Student Think Alouds • Anecdotal Records • Listener's/Speaker's Checklists • Self-Monitoring/Assessments • Literacy Discussion Group Performance Assessment • Teacher Observation/Checklists • Teacher-Student Conferencing • Oral/Written Responses • Effective Questioning and Responses • Benchmark Assessments

Common Core State Standards for English Language Arts		
Speaking and Listening Standards for Grade 4		
Grade 4	Options for Learning Activities	Assessment
<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>		

Common Core State Standards for English Language Arts		
Speaking and Listening Standards for Grade 4		
Grade 4	Options for Learning Activities	Assessment
<p>6. 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. (See grade 4 Language standards 1 for specific expectations.)</p>		

Common Core State Standards for English Language Arts

Speaking and Listening Standards for Grade 5

Grade 5	Options for Learning Activities	Assessment
<p>Comprehension and Collaboration</p> <p>1. 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> <ol style="list-style-type: none"> a. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	<ul style="list-style-type: none"> • Literacy Program Materials • Literacy Discussion Groups • Teacher Modeling • Whole Class Discussions • Small Group Discussions • Discussions from Journal Entries • Think-Pair-Share • Oral Presentations • Reader's Theater • Read Aloud-Think Aloud • Writer's Workshop • Peer conferencing • Author's Chair • Mini-Lessons • Response Logs • Graphic Organizers • Technology Resources 	<ul style="list-style-type: none"> • Literacy Program Assessments • Rubric for Effective Oral Presentations • Student Participation • Personal Experience Sharing • Student Think Alouds • Anecdotal Records • Listener's/Speaker's Checklists • Self-Monitoring/Assessments • Literacy Discussion Group Performance Assessment • Teacher Observation/Checklists • Teacher-Student Conferencing • Oral/Written Responses • Effective Questioning and Responses • Benchmark Assessments

Common Core State Standards for English Language Arts		
Speaking and Listening Standards for Grade 5		
Grade 5	Options for Learning Activities	Assessment
<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. 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.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>		

Common Core State Standards for English Language Arts		
Language Standards for Kindergarten		
Grade K - Language Standards	Options for Learning Activities	Assessment
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs, wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. 	<ul style="list-style-type: none"> Literacy Program Materials Authentic Literature as Models Teacher Modeling Writing Exemplars Mini-Lessons Response Logs/Journals Technology Resources Leveled Reading Literacy Discussion Groups Process Writing Graphic Organizers Rubrics Shared Writing Morning Routine Word Work Handwriting Practice 	<ul style="list-style-type: none"> Literacy Program Assessments Teacher Observation/Questioning Anecdotal Records Cloze Activities Writing/Picture Prompts Writing Samples Journals Writing Portfolios Daily Application of Mini-Lesson and Strategy Instruction Rubrics Checklists Self-Assessments Graphic Organizers

Common Core State Standards for English Language Arts		
Language Standards for Kindergarten		
Grade K - Language Standards	Options for Learning Activities	Assessment
<p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>Knowledge of Language 3. (Begins in grade 2)</p> <p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>		

Common Core State Standards for English Language Arts		
Language Standards for Kindergarten		
Grade K - Language Standards	Options for Learning Activities	Assessment
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		

Common Core State Standards for English Language Arts		
Language Standards for Grade 1		
Grade 1 - Language Standards	Options for Learning Activities	Assessment
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i>; <i>We hop</i>). Use personal, possessive, and indefinite pronouns (e.g., <i>I</i>, <i>me</i>, <i>my</i>, <i>they</i>, <i>them</i>, <i>their</i>, <i>anyone</i>, <i>everything</i>). Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home</i>; <i>Today I walk home</i>; <i>Tomorrow I will walk home</i>). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). 	<ul style="list-style-type: none"> Literacy Program Materials Authentic Literature as Models Writing Exemplars Mini-Lessons Response Logs/Journals Technology Resources Leveled Reading Literacy Discussion Groups Writer's Workshop Process Writing Graphic Organizers Rubrics Shared Writing Reference Materials Word Work/Study Handwriting Practice 	<ul style="list-style-type: none"> Literacy Program Assessments Teacher Observation/Questioning Anecdotal Records Cloze Activities Spelling Assessments Writing Prompts Writing Samples Journals Writing Portfolios Daily Application of Mini-Lesson and Strategy Instruction Rubrics Checklists Self-Assessments Graphic Organizers

Common Core State Standards for English Language Arts		
Language Standards for Grade 1		
Grade 1 - Language Standards	Options for Learning Activities	Assessment
<p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>3. (Begins in grade 2)</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>		

Common Core State Standards for English Language Arts

Language Standards for **Grade 1**

Grade 1 - Language Standards	Options for Learning Activities	Assessment
<ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings. 		

Common Core State Standards for English Language Arts		
Language Standards for Grade 1		
Grade 1 - Language Standards	Options for Learning Activities	Assessment
<p>6. 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., <i>because</i>).</p>		

Common Core State Standards for English Language Arts		
Language Standards for Grade 2		
Grade 2 - Language Standards	Options for Learning Activities	Assessment
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g., <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> Literacy Program Materials Authentic Literature as Models Writing Exemplars Mini-Lessons Response Logs/Journals Technology Resources Leveled Reading Literacy Discussion Groups Writer's Workshop Process Writing Graphic Organizers Rubrics Shared Writing Reference Materials Word Work/Study 	<ul style="list-style-type: none"> Literacy Program Assessments Teacher Observation/Questioning Anecdotal Records Spelling Assessments Writing Prompts Writing Samples Journals Writing Portfolios Daily Application of Mini-Lesson and Strategy Instruction Rubrics Checklists Self-Assessments Graphic Organizers

Common Core State Standards for English Language Arts		
Language Standards for Grade 2		
Grade 2 - Language Standards	Options for Learning Activities	Assessment
<ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage – badge; boy – boil). e. Consult dictionaries as needed to check and correct spellings. <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English. <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. 		

Common Core State Standards for English Language Arts		
Language Standards for Grade 2		
Grade 2 - Language Standards	Options for Learning Activities	Assessment
<ul style="list-style-type: none"> b. Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>). 		

Common Core State Standards for English Language Arts		
Language Standards for Grade 2		
Grade 2 - Language Standards	Options for Learning Activities	Assessment
<p>6. 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., <i>When other kids are happy that makes me happy</i>).</p>		

Common Core State Standards for English Language Arts		
Language Standards for Grade 3		
Grade 3 - Language Standards	Options for Learning Activities	Assessment
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 	<ul style="list-style-type: none"> Literacy Program Materials Authentic Literature as Models Writing Exemplars Mini-Lessons Response Logs/Journals Technology Resources Leveled Reading Literacy Discussion Groups Writer's Workshop Process Writing Graphic Organizers Rubrics Shared Writing Reference Materials Word Work/Study 	<ul style="list-style-type: none"> Literacy Program Assessments Teacher Observation/Questioning Anecdotal Records Spelling Assessments Writing Prompts Writing Samples Journals Writing Portfolios Daily Application of Mini-Lesson and Strategy Instruction Rubrics Checklists Self-Assessments Graphic Organizers

Common Core State Standards for English Language Arts		
Language Standards for Grade 3		
Grade 3 - Language Standards	Options for Learning Activities	Assessment
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 		

Common Core State Standards for English Language Arts		
Language Standards for Grade 3		
Grade 3 - Language Standards	Options for Learning Activities	Assessment
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and non-literal meanings of words and phrases in 		

Common Core State Standards for English Language Arts		
Language Standards for Grade 3		
Grade 3 - Language Standards	Options for Learning Activities	Assessment
<p>context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p> <p>6. 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., <i>After dinner that night we went looking for them</i>).</p>		

Common Core State Standards for English Language Arts

Language Standards for **Grade 4**

Grade 4 - Language Standards	Options for Learning Activities	Assessment
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks 	<ul style="list-style-type: none"> Literacy Program Materials Authentic Literature as Models Writing Exemplars Mini-Lessons Response Logs/Journals Technology Resources Leveled Reading Literacy Discussion Groups Writer's Workshop Process Writing Graphic Organizers Rubrics Shared Writing Reference Materials Word Work/Study 	<ul style="list-style-type: none"> Literacy Program Assessments Teacher Observation/Questioning Anecdotal Records Spelling Assessments Writing Prompts Writing Samples Journals Writing Portfolios Daily Application of Mini-Lesson and Strategy Instruction Rubrics Checklists Self-Assessments Graphic Organizers

Common Core State Standards for English Language Arts		
Language Standards for Grade 4		
Grade 4 - Language Standards	Options for Learning Activities	Assessment
<p>to mark direct speech and quotations from the text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. 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>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and</p>		

Common Core State Standards for English Language Arts		
Language Standards for Grade 4		
Grade 4 - Language Standards	Options for Learning Activities	Assessment
<p>phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). c. 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>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words 		

Common Core State Standards for English Language Arts		
Language Standards for Grade 4		
Grade 5 - Language Standards	Options for Learning Activities	Assessment
<p>by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>6. 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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>		

Common Core State Standards for English Language Arts		
Language Standards for Grade 5		
Grade 5 - Language Standards	Options for Learning Activities	Assessment
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. 	<ul style="list-style-type: none"> Literacy Program Materials Authentic Literature as Models Writing Exemplars Mini-Lessons Response Logs/Journals Technology Resources Leveled Reading Literacy Discussion Groups Writer's Workshop Process Writing Graphic Organizers Rubrics Shared Writing Reference Materials Word Work/Study 	<ul style="list-style-type: none"> Literacy Program Assessments Teacher Observation/Questioning Anecdotal Records Spelling Assessments Writing Prompts Writing Samples Journals Writing Portfolios Daily Application of Mini-Lesson and Strategy Instruction Rubrics Checklists Self-Assessments Graphic Organizers

Common Core State Standards for English Language Arts		
Language Standards for Grade 5		
Grade 5 - Language Standards	Options for Learning Activities	Assessment
<p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.</p>		

Common Core State Standards for English Language Arts		
Language Standards for Grade 5		
Grade 5 - Language Standards	Options for Learning Activities	Assessment
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. 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>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. 		

Common Core State Standards for English Language Arts		
Language Standards for Grade 5		
Grade 5 - Language Standards	Options for Learning Activities	Assessment
<ul style="list-style-type: none"> b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>6. 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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>		

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English Language Arts Curriculum Guide**

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Common Core Standards for English Language Arts

Reading Standards: Literature and Informational Text for Grade 6

Grade 6 – Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>Key Ideas and Details</p> <hr/> <p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. 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>Craft and Structure</p> <hr/> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Key Ideas and Details</p> <hr/> <p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. 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>Craft and Structure</p> <hr/> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ul style="list-style-type: none"> • R 6.1 – 6.10 Mini Lessons • R 6.1 – 6.1 Multiple Texts • R 6.1, 6.4, 6.5 Literature Circles • R 6.1, 6.4, 6.5 Socratic Circles • R 6.1, 6.4, 6.5 Fish Bowl Discussions • R 6.1, 6.4, 6.5 Carousel • R 6.1-6.6, 6.10 Brainstorming • R 6.1, 6.2, 6.3 Jigsaw Roles • R 6.1, 6.2, 6.3 Plot Diagrams • R 6.1, 6.2, 6.3 Making Inferences 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Mini Lesson Assessment • Literature Circle Role Sheet • Graphic Organizers • Application of Mini Lesson • Rubrics/Checklists • Self Assessment • Effective Questioning • Benchmark Assessment

<p>RL.6.5. 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>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>Integration of Knowledge and Ideas</p> <hr/> <p>RL.6.7. 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 they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.8. (Not applicable to literature)</p> <p>RL.6.9. 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>RI.6.5. 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>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Integration of Knowledge and Ideas</p> <hr/> <p>RI.6.7. 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>RI.6.8. 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>RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<ul style="list-style-type: none"> • R 6.2 – 6.6 Active Reading Strategies • R 6.2, 6.7-6.10 Genre Study • R 6.2, 6.3 Response Log • R 6.2, 6.6-6.9 Choice Book Assignments • R 6.2, 6.4, 6.5, 6.6 Conceptual Readiness • R 6.3, 6.4 Highlighting Skills • R 6.4 , 6.5 Frayer Model • R 6.4, 6.5, 6.7-6.9 Graphic Organizers • R 6.4, 6.5, 6.6 Poetry Analysis • R 6.6 – 6.9 Think, Pair, Share • R 6.6, 6.9, 6.10 Author’s Purpose 	
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<p>Range of Reading and Level of Text Complexity</p> <hr/> <p>RL.6.10. 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.</p>	<p>Range of Reading and Level of Text Complexity</p> <hr/> <p>RI.6.10. 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>	<ul style="list-style-type: none"> • R 6.7 – 6.10 Technology Resources • R 6.7-6.10 Venn Diagram 	
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Common Core Standards for English Language Arts

Writing Standards for Grade 6

Grade 6 – Writing Standards	Options for Learning Activities	Assessment
<p>Text Types and Purposes</p> <hr/> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.2. 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>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and</p>	<ul style="list-style-type: none"> • W 6.1 Student Lead Debate • W 6.1-6.9 Writing Prompts: Persuasive/Personal Narrative/ Explanatory/Non-fiction • W 6.1-6.3, 6.5 Model Writing • W 6.1 – 6.3 Varied Graphic Organizers • W 6.1 – 6.3, 6.5 Peer/Teacher Conferences • W 6.1 – 6.3 Text-based Models • W6.1 – 6.3, 6.10 Writing Workshops • W 6.1 – 6.6 Writing Mini Lessons • W 6.1 – 6.9 Technology Resources • W 6.1 – 6.7, 6.10 Student Websites • W 6.1 – 6.3 Imagery: Show Don't Tell 	<ul style="list-style-type: none"> • Teacher Observation • Post/Pre Writing • Mini Lesson Assessment • Application of Mini Lesson • Rubrics/Checklists • Self Assessment • Effective Questioning • Writing Prompts • Conferences • Journal Entries • Writing Portfolios • Published Writings • Research Project • Blog Response • Benchmark Assessment

<p>cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts</p>	<ul style="list-style-type: none"> • W 6.1 – 6.3 Cause and Effect • W 6.1 – 6.3, 6.7, 6.9 Quotation Response • W 6.1 – 6.3 Sequential Order • W 6.1 – 6.3, 6.6 Keyboarding Skills • W 6.1, 6.2, 6.4 – 6.10 Research Project • W 6.1 – 6.3, 6.9 Compare and Contrast Multiple Texts • W 6.1 – 6.3 Retell, Relate, Reflect • W 6.2, 6.3, 6.8, 6.9 Gather information from Multiple Texts 	
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<p>from one time frame or setting to another.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <hr/> <p>W.6.4. 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>W.6.5. 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>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>Research to Build and Present Knowledge</p> <hr/> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>		
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<p>W.6.8. 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>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 6 Reading standards</i> 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>Apply <i>grade 6 Reading standards</i> 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>Range of Writing</p> <hr/> <p>W.6.10. 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>		
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Common Core Standards for English Language Arts

Speaking and Listening Standards for Grade 6

Grade 6 – Speaking and Listening Standards	Options for Learning Activities	Assessment
<p>Comprehension and Collaboration</p> <hr/> <p>SL.6.1. 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>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>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2. Interpret information presented in diverse</p>	<ul style="list-style-type: none"> • SL 6.1 Proofreading Activities • SL 6.1 Think, Pair, Share • SL 6.1 Literature Circles • SL 6.1 Socratic Circles • SL 6.1, 6.2, 6.3 Team Building • SL 6.1, 6.2, 6.3 Author's Purpose • SL 6.1, 6.2, 6.3 Student Centers • SL 6.1, 6.3 Current Events • SL 6.1, 6.4 Oral Presentations • SL 6.1, 6.4, 6.5 Model Speaking • SL 6.1 – 6.6 Mini Lessons • SL 6.1, 6.3 Role Plays • SL 6.1, 6.3, 6.5 Reference Materials • SL 6.2, 6.5 Technology Resources • SL 6.3, 6.4 Student Lead Debates • SL 6.4, 6.6 Audio Speeches • SL 6.4, 6.5, 6.6 Presentation Skills • SL 6.5 Student Websites • SL 6.5 Interactive Websites 	<ul style="list-style-type: none"> • Teacher Observation • Mini Lesson Assessment • Graphic Organizers • Rubrics/Checklists • Self Assessment • Effective Questioning • Conferences • Research Project • Presentation • Role Sheets • Peer Review • Technology Project • Benchmark Assessment

<p>media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Presentation of Knowledge and Ideas</p> <hr/> <p>SL.6.4. 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>SL.6.5.. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		
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Common Core Standards for English Language Arts

Language Standards for **Grade 6**

Grade 6 – Language Standards	Options for Learning Activities	Assessment
<p>Conventions of Standard English</p> <hr/> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>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>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>	<ul style="list-style-type: none"> • L 6.1 – 6.6 Mini Lessons • L 6.1 – 6.6 Daily Language Practice • L 6.1 – 6.6 Language Centers • L 6.1 – 6.6 Think Alouds • L 6.1, 6.3 Grammar Booklets • L 6.1, 6.2, 6.6 Spelling Contracts • L 6.1, 6.4, 6.6 Multiple Texts • L 6.1, 6.2, 6.3 Writing Models • L 6.1, 6.2, 6.3 Writing Prompts • L 6.1, 6.4, 6.5, 6.6 Frayer Models • L 6.4, 6.5 Vocabulary Word Maps • L 6.4, 6.5, 6.6 Word Study: (Analogies/Synonyms/Affixes/Root Words) 	<ul style="list-style-type: none"> • Teacher Observation • Mini Lesson Assessment • Graphic Organizers • Rubrics/Checklists • Contracts • Student Response • Spelling Assessment • Writing Prompts • Writing Samples • Effective Questioning • Conferences • Benchmark Assessment

<p>Spell correctly.</p> <p>Knowledge of Language</p> <hr/> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>Maintain consistency in style and tone.*</p> <p>Vocabulary Acquisition and Use</p> <hr/> <p>L.6.4. 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>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>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>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 its part of speech.</p> <p>Verify the preliminary determination of the</p>		
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<p>meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., personification) in context.</p> <p>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>L.6.6. 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>		
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Common Core Standards for English Language Arts

Reading Standards: Literature and Informational Text for **Grade 7**

Grade 7 – Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
Key Ideas and Details <p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	Key Ideas and Details <p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. 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).</p>	<ul style="list-style-type: none"> • R7.1 Response Logs • R7.1 Group Discussion • R7.1 Think-Pair-Share • R7.1, 7.3 Small Group Discussion • R7.1, 7.3, 7.5 Class Discussion • R7.1, 7.9, 7.10 Multiple Texts • R7.1, 7.10 Teacher Modeling • R7.2 Read Alouds • R7.2, 7.4 Think Alouds • R7.2, 7.5, 7.6 Author's Purpose • R7.2, 7.6 Point of View • R7.2, 7.7, 7.9 Venn Diagram • R7.2, 7.7, 7.9 T-Chart • R7.2, 7.10 K-W-L Chart 	<ul style="list-style-type: none"> • Effective Questioning • Teacher Observation • Student Participation • Response to Reading • Graphic Organizers • Student Presentations • Oral Response • Application of Mini-Lesson • Oral/Written Responses • Group Presentations • Student Debates • Technology Project • Compare/Contrast Writings • Mini-Lesson Application • Benchmark Assessment
Craft and Structure <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g.,</p>	Craft and Structure <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning</p>		

<p>alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5.. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Integration of Knowledge and Ideas</p> <hr/> <p>RL.7.7. 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).</p> <p>RL.7.8. (Not applicable to literature)</p> <p>RL.7.9. 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>and tone.</p> <p>RI.7.5. 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>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>Integration of Knowledge and Ideas</p> <hr/> <p>RI.7.7. 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>RI.7.8. 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>RI.7.9. 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</p>	<ul style="list-style-type: none"> • R7.3, 7.7 Technology Resources • R7.3, 7.9 Mini-Lessons to Build Background Knowledge • R7.4 Word Maps/Word Study • R7.4 Word Study • R7.4 Graphic Organizers • R7.5, 7.6, 7.9 Genre/Author Study 	
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<p>Range of Reading and Level of Text Complexity</p> <hr/> <p>RL.7.10. 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.</p>	<p>facts.</p> <p>Range of Reading and Level of Text Complexity</p> <hr/> <p>RI.7.10. 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>		
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Common Core Standards for English Language Arts

Writing Standards for Grade 7

Grade 7 – Writing Standards	Options for Learning Activities	Assessment
<p>Text Types and Purposes</p> <hr/> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.2. 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>Introduce a topic clearly, previewing what is to</p>	<ul style="list-style-type: none"> • W7.1 The Writing Process • W7.1, 7.2 Writing Prompts: Persuasive/Personal Narrative/ Explanatory/Non-fiction • W7.1, 7.2, 7.7, 7.8 Research Project • W7.1, 7.10 Journals • Quick-Writes • W7.3 Story Maps • W7.4 Varied Graphic Organizers • W7.4, 7.5 Peer Revising/Editing • W7.5, 7.6 Small Group Activities • W7.6, 7.7, 7.8 Library Resources • W7.6, 7.7, 7.8 Technology Resources • W7.7, 7.8, 7.9 Compare and Contrast Multiple Texts • W7.7, 7.8, 7.9 Gather information from Multiple texts 	<ul style="list-style-type: none"> • Research Project • Rubrics • Student Presentations • Teacher Conferencing • Written Responses • Effective Questioning • Benchmark Assessment

<p>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 when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,</p>		
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<p>events, and/or characters.</p> <p>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>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <hr/> <p>W.7.4. 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>W.7.5. 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>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>		
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<p>Research to Build and Present Knowledge</p> <hr/> <p>W.7.7. 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>W.7.8. 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>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 7 Reading standards</i> 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>Apply <i>grade 7 Reading standards</i> 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>Range of Writing</p> <hr/>		
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<p>W.7.10. 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>		
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Common Core Standards for English Language Arts

Speaking and Listening Standards for Grade 7

Grade 7 – Speaking and Listening Standards	Options for Learning Activities	Assessment
<p>Comprehension and Collaboration</p> <hr/> <p>SL.7.1. 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>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>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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>Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2. Analyze the main ideas and supporting</p>	<ul style="list-style-type: none"> • SL7.1 Think-Pair-Share • SL7.1 Student Centers • SL7.1 Current Events • SL7.1, 7.6 Class Discussion • SL7.1, 7.6 Small Group Discussion • SL7.1, 7.6 Literature Circles • SL7.2 Student Skits • SL7.2, 7.3, 7.4 Student Presentations • SL7.2, 7.3, 7.4 Group Presentations • SL7.2, 7.3 Audio Interpretation of Selected Speech • SL7.2, 7.5 Technology Resources • SL7.2, 7.5 Student Websites • SL7.3 Role-Plays 	<ul style="list-style-type: none"> • Literature Circle Role Sheet • Effective Questioning • Teacher Observation • Presentations • Peer Review • Rubrics • Checklists • Technology Project • Benchmark Assessment

<p>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.</p> <p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Presentation of Knowledge and Ideas</p> <hr/> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		
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Common Core Standards for English Language Arts

Language Standards for **Grade 7**

Grade 7 – Language Standards	Options for Learning Activities	Assessment
<p>Conventions of Standard English</p> <hr/> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>Spell correctly.</p> <p>Knowledge of Language</p> <hr/>	<ul style="list-style-type: none"> • L7.1 Teacher Modeling • L7.1, 7.2 Daily Edits • L7.1, 7.2 Peer Revising/Editing • L7.1, 7.2 Spelling Contracts • L7.1, 7.2, 7.3 Grammar Booklets • L7.1, 7.5 Mini-Lessons • L7.2 Read Alouds • L7.2 Think Alouds • L7.4, 7.5 Multiple Texts • L7.4, 7.5, 7.6 Word Maps • L7.4, 7.5, 7.6 Word Study • L7.4, 7.5, 7.6 Frayer Model • L7.5 Genre Study 	<ul style="list-style-type: none"> • Teacher Observation • Oral Responses • Written Responses • Spelling Contracts • Checklists • Effective Questioning • Graphic Organizers • Self-Assessment • Writing Samples • Application of Mini-Lessons • Benchmark Assessment

<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>Vocabulary Acquisition and Use</p> <hr/> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>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>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>		
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<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>L.7.6. 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>		
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Common Core Standards for English Language Arts

Reading Standards: Literature and Informational Text for **Grade 8**

Grade 8 – Reading Standards for Literature	Reading Standards for Informational Text	Options for Learning Activities	Assessment
<p>Key Ideas and Details</p> <hr/> <p>RL.8.1. 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>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Craft and Structure</p> <hr/> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other</p>	<p>Key Ideas and Details</p> <hr/> <p>RI.8.1. 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>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>Craft and Structure</p> <hr/> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to</p>	<ul style="list-style-type: none"> • R8.1 Response to literature using specific evidence from text • R8.2 Literary Analysis to determine theme/central idea using specific evidence • R8.3 Socratic Circles. • R8.4 Vocabulary through context • R8.4 Self selected vocabulary study • R8.4 Vocabulary Demonstrations • R8.5 Genre Study • R8.5 Author Study • R8.6 Author Purpose • R8.7 Movie vs. text comparative evaluation 	<ul style="list-style-type: none"> • Student Oral responses • Written demonstration of understanding • Literature Circle responses • Graphic Organizers • Rubrics/Checklists • Student Multi-media presentation of ideas • Benchmark Assessment

<p>texts.</p> <p>RL.8.5. 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>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>Integration of Knowledge and Ideas</p> <hr/> <p>RL.8.7. 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>RL.8.8. (Not applicable to literature)</p> <p>RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>other texts.</p> <p>RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Integration of Knowledge and Ideas</p> <hr/> <p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8. 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>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>Range of Reading and Level of Text</p>	<ul style="list-style-type: none"> • R8.7 Student choice of media to present information • R8.8 Dissect argument, reasoning and evidence in nonfiction text • R8.9 Allusion study • R8.9 Comparative analysis of multiple text arguments via Literature Circles • R8.10 Choice reading material 	
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<p>Range of Reading and Level of Text Complexity</p> <hr/> <p>RL.8.10. 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.</p>	<p>Complexity</p> <hr/> <p>RI.8.10. 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>		
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Common Core Standards for English Language Arts

Writing Standards for Grade 8

Grade 8 – Writing Standards	Options for Learning Activities	Assessment
<p>Text Types and Purposes</p> <hr/> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,</p>	<ul style="list-style-type: none"> • W 8.1, 8.5, 8.6 Persuasive Essays, including online holistically scored essays • W 8.1, 8.5 Literature Analysis Essays • W 8.1 Textbook exercises • W 8.1, 8.5 Peer and self editing • W 8.1, 8.7, 8.8, 8.9 Research Paper • W 8.2, 8.5 Explaining a Complex Process Essay • W 8.2, 8.4, 8.5 Written Responses to Literary and Nonfiction Texts citing specific evidence texts and other sources • W 8.3, 8.4 Narrative Essays with Dialogue and compositional risk • W 8.6 Blogging 	<ul style="list-style-type: none"> • Scoring Rubrics • Holistic Scoring • Online Holistic Scoring • Checklists for appropriate language and formal writing • Quizzes • Tests • Benchmark Assessment

<p>organization, and analysis of relevant content.</p> <p>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 when useful to aiding comprehension.</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event</p>		
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<p>sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing</p>		
<p>W.8.4. 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>W.8.5. 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</p>		

addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.8.7. 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.

W.8.8. 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.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how

<p>the material is rendered new”).</p> <p>Apply <i>grade 8 Reading standards</i> 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>Range of Writing</p> <hr/> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p>		
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Common Core Standards for English Language Arts

Speaking and Listening Standards for Grade 8

Grade 8 – Speaking and Listening Standards	Options for Learning Activities	Assessment
<p>Comprehension and Collaboration</p> <hr/> <p>SL.8.1. 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>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>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.8.2. Analyze the purpose of information</p>	<ul style="list-style-type: none"> • R8.1 Socratic Circles • R8.1 Literature Circles • R8.1 Vocabulary Demonstration • R8.1 Student choice of media to present information • R8.1 Daily speaking prompts • R8.2 Song lyric interpretation and evaluation • R8.2.R8.3 Evaluation of multi-media advertisements and/or PSAs • R8.4 Analogy Speech involving interpersonal skills • R8. 5 Present Descriptive Messages • R8.5 Student led game presentation • R8.6 Student Editorial Speeches, Radio, PSAs 	<ul style="list-style-type: none"> • Written preparation for literary discussion with references to text • Oral response to, and presentation of, thoughts and ideas • Checklists for verbal participation. • Peer Evaluations • Scoring rubrics • Teacher questioning • Self assessment • Benchmark Assessment

<p>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>SL.8.3. 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>Presentation of Knowledge and Ideas</p> <hr/> <p>SL.8.4. 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>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		
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Common Core Standards for English Language Arts

Language Standards for Grade 8

Grade 8 – Language Standards	Options for Learning Activities	Assessment
<p>Conventions of Standard English</p> <hr/> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>Form and use verbs in the active and passive voice.</p> <p>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>Use an ellipsis to indicate an omission.</p> <p>Spell correctly.</p>	<ul style="list-style-type: none"> • L 8.1, 8.2, 8.3 Teacher modeling of correct grammar and usage • L 8.1, 8.2, 8.3 Textbook exercises • L 8.1 Peer and self editing • L 8.2, 8.3 Writing journals, essays, and narratives using standard English • L 8.2, 8.3 Read works that model standard English • L 8.4 Vocabulary through context • L 8.3, 8.5, 8.6 Daily writing prompts • L 8.3, 8.5, 8.6 Daily speaking prompts • L 8.5 Descriptive, Instructor Web, Vocabulary-Lit, Vocabulary study 	<ul style="list-style-type: none"> • Rubrics for written work • Checklists for written work • Holistic scoring of essays • Pre and Post writing samples • Rubrics for oral prompts • Quizzes • Tests • Benchmark Assessment

<p>Knowledge of Language</p> <hr/> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>Vocabulary Acquisition and Use</p> <hr/> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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>		
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<p>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>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p>L.8.6. 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>		
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