	Reading Foundational Skills – Grade 1 Print Concepts		Interdisciplinary Literacy Practices
	Demonstrate understanding of the organization and basic features of print to aid in comprehension.	1	Recognize that text is anything that communicates a message.
RF.1.1	a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.	2	Employ, develop and refine schema to understand and create text.
	Phonological Awareness Demonstrate understanding of spoken words, syllables and sounds (phonemes).	3	View literacy experiences as transactional, interdisciplinary and transformational.
RF.1.2	a. Distinguish long from short vowel sounds in spoken single-syllable words.		Utilize receptive and expressive language arts to better understand self, others and the world.
	(phonemes). Phonics and Word Recognition	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words.	6	Collaborate with others to create new meaning.
RF.1.3	 c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 	7	Utilize digital resources to learn and share with others.
	number of syllables in a printed word. e. With adult support, decode two-syllable words by breaking the words into syllables. f. Read words with inflectional endings.	8	Engage in specialized, discipline- specific literacy practices.
	g. Recognize and read grade-appropriate irregularly spelled words. Fluency Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.	9	Apply high level cognitive processes to think deeply and critically about text.
RF.1.4	a. Read grade-level text with purpose and understanding.b. Orally read grade-level text fluently on successive readings.	10	Develop a literacy identity that promotes lifelong learning.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		HOME

	Reading Standards for Literature - Grade 1		Interdisciplinary Literacy Practices
	Key Ideas and Details		· ·
<u>RL.1.1</u>	With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.1.2</u>	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.	2	Employ, develop and refine schema to understand and create text.
<u>RL.1.3</u>	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.1.4</u>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	4	guage arts to better understand self, others and the world.
	construct meaning.		Apply strategic practices, with
<u>RL.1.5</u>	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RL.1.6</u>	With prompting and support, identify who is telling the story at various points in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.1.7</u>	Use a story's illustrations and details to describe its characters, setting and events.	7	share with others.
			Engage in specialized, discipline-
<u>RL.1.8</u>	(Not applicable to literature)	8	specific literacy practices.
		_	Apply high level cognitive processes
<u>RL.1.9</u>	Compare/contrast the adventures and experiences of characters in stories.	9	to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		Develop a literaturi develor that a co
DI 1 10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,	10	Develop a literacy identity that promotes lifelong learning.
KL.1.10	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.		HOME

	NG PRINCIPLE FOR READING LITE determine what the text says explici	RATURE		Interdisciplinary
it; cite specific textual evidence		Literacy Practices		
	PROGRESSION	1	Recognize that text is anything that	
RL.K.1	RL.1.1	RL.2.1		communicates a message.
With prompting and support, ask and answer explicit questions about key ideas and de-	With prompting and support, ask and answer explicit questions about key ideas and de-	Ask and answer such questions as who, what, where, when, why and how, and make and support logical	2	Employ, develop and refine schema to understand and create text.
tails and make logical infer- ences to construct meaning from the text.	tails, and make and support logical inferences to construct meaning from the text.	inferences to construct meaning from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Com With prompting and support, as	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
and support logical inferences	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from				Collaborate with others to create new meaning.
the text.				Utilize digital resources to learn and
51.446	PROGRESSION	21.22	7	share with others.
RL.K.2 With prompting and support, orally recognize key details from a summary to demon-	RL.1.2 With prompting and support, recognize key details from a summary to demonstrate un-	RL.2.2 Identify implicit and explicit information from a summary to determine	8	Engage in specialized, discipline- specific literacy practices.
strate understanding of the lesson learned in the story.	derstanding of the author's message, lesson learned and/or moral.	the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.1.	2		Develop a literacy identity that pro-
	prehension Purple (bold) = Analysis		10	motes lifelong learning.
With prompting and support, recognize key details from a summary to demonstrate understanding of the AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL.				HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	3. Students will analyze how and a text.		Literacy Practices		
		1	Recognize that text is anything that		
	RL.K.3	RL.1.3	RL.2.3	_	communicates a message.
	With prompting and support, identify characters, settings and major events in order to	Describe characters, settings and major events in a story, using key details in order to	Describe how characters in a story respond to major events and challenges in order to make meaning of the	2	Employ, develop and refine schema to understand and create text.
	make meaning of the story development.	make meaning of the story development. MULTIDIMENSIONALITY RL.1.3	story development.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Comp Describe CHARACTERS, SETTING	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
	meaning of the story developm	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
₽	4. Students will interpret words	and phrases as they are used in a to nings, and analyze how specific wor	ext, including determining technical,	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.K.4	RL.1.4	RL.2.4	7	share with others.
	With prompting and support, identify words and phrases in stories or poems that suggest	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or re-	8	Engage in specialized, discipline- specific literacy practices.
	feelings or appeal to the senses.	in order to construct meaning.	peated lines, supply rhythm and shape meaning in a story, poem, or song.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.1.4	4		
	Green (italic) = Comp Identify words and phrases in st		MAROON (CAPS) = CONTENT NGS OR APPEAL TO THE SENSES in order	10	Develop a literacy identity that promotes lifelong learning.
	to construct meaning.				HOME

	G PRINCIPLE FOR READING LITE			Interdisciplinary	
	5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.				
	PROGRESSION		1	Recognize that text is anything that	
RL.K.5	RL.1.5	RL.2.5	_	communicates a message.	
Recognize common structures of poems, stories and dramas.	Recognize major differences between the structures of po- ems, stories and dramas, includ-	Describe how parts of the text contrib- ute to the overall structure of poems, stories and dramas, including but not	2	Employ, develop and refine schema to understand and create text.	
	ing but not limited to linear, nonlinear and circular structures.	limited to linear, non-linear and circular structures.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
Green (italic) = Comp	MULTIDIMENSIONALITY - RL.1.s prehension Purple (bold) = Analysis ween the STRUCTURES OF POEMS,		4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.	
not limited to LINEAR, NONLINEA	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
	of view, perspective and purpose	e shape the content and style of a text.	6	Collaborate with others to create new meaning.	
	PROGRESSION			Utilize digital resources to learn and	
RL.K.6	RL.1.6	RL.2.6	7	share with others.	
With prompting and support, identify the author and illustrator of a story and explain	With prompting and support, identify who is telling the story at various points in a text.	With prompting and support, acknowledge differences in the perspectives of characters, including by	8	Engage in specialized, discipline- specific literacy practices.	
how each tells the story.		speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.1.	6		Develop a literacy identity that pro-	
	prehension Purple (bold) = Analysis		10	motes lifelong learning.	
With prompting and support, ide	entify WHO IS TELLING THE STORY (at various points in a text.		<u> </u>	

	1	evaluate content presented in print	t/non-print forms of text found in diverse		Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.K.7	RL.1.7	RL.2.7		communicates a message.
	With prompting and support, describe the relationship between illustrations and the	Use a story's illustrations and details to describe its characters, setting and events.	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting	2	Employ, develop and refine schema to understand and create text.
	story in which they appear.	, ,	and plot.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.1.	.7		Utilize receptive and expressive lan-
	Green (italic) = Com Use a story's illustrations and d	4	guage arts to better understand self, others and the world.		
	GUIDI	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
2	 GUIDING PRINCIPLE FOR READING LITERATURE 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency. 				Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and share with others.
	RL.K.8	RL.1.8	RL.2.8	7	
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)		
			(Not applicable to interactary)	8	Engage in specialized, discipline- specific literacy practices.
			(recuppinedate to interaction)	9	
		MULTIDIMENSIONALITY - RL.1.		H	specific literacy practices. Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.1. prehension Purple (bold) = Analysis	.7	H	specific literacy practices. Apply high level cognitive processes to think deeply and critically about

9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. PROGRESSION RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories. MULTIDIMENSIONALITY - RL.1.9 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast the adventures and experiences of CHARACTERS in stories. 4 B GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently. PROGRESSION RL.K.10 RL.A.10 RL.1.10 RL.2.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. MULTIDIMENSIONALITY - RL.1.10 Literary texts who or more vertions of the same story by different authors or from different cultures. 2 Etc. A B COMPARION (CAPS) = CONTENT A B BY BY COMPARION (CAPS) = CONTENT A B BY COMPARION (CAPS) = CONTENT A B BY BR.L.2.9 Compare/contrast two or more vertions of the same story by different authors or from different cultures. 3 title to the same story by different authors or from different cultures. 4 B BY COMPARION (CAPS) = CONTENT A B BY BR.L.2.9 Compare/contrast two or more vertions or from different cultures. 4 B BY BR.L.2.9 Compare/contrast two or more vertions or from different cultures. 5 COMPARION (CAPS) = CONTENT A B BY BR.L.2.9 Compare/contrast two or more vertions or from different cultures. 4 B BY BR.L.2.9 Compare/contrast two or more vertions or from different cultures. 5 CONTENT BY BY BR.L.2.9 Compare/contrast two or more vertions or from different cultures. 5 CONTENT BY BY BR.L.2.10 BY BY BY BY BY BY BY BY BY B		GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories. MULTIDIMENSIONALITY - RL.1.9 Green (Italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast the adventures and experiences of CHARACTERS in stories. MULTIDIMENSIONALITY - RL.1.9 Green (Italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast the adventures and experiences of CHARACTERS in stories. 4 B GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently. PROGRESSION RL.K.10 RL.K.10 RL.L.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. MULTIDIMENSIONALITY - RL.1.10 MULTIDIMENSIONALITY - RL.1.10			Literacy Practices			
With prompting and support, compare/contrast the adventures and experiences of characters in stories. MULTIDIMENSIONALITY - RL.1.9			PROGRESSION		1	Recognize that text is anything that
tures and experiences of characters in stories. MULTIDIMENSIONALITY - RL.1.9		RL.K.9	RL.1.9	RL.2.9		communicates a message.
MULTIDIMENSIONALITY - RL.1.9 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast the adventures and experiences of CHARACTERS in stories. GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently. PROGRESSION RL.K.10 RL.1.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. MULTIDIMENSIONALITY - RL.1.10 MULTIDIMENSIONALITY - RL.1.10 A COMPARIANCE STORY S	со	ompare/contrast the adven-	tures and experiences of char-	sions of the same story by different	2	Employ, develop and refine schema to understand and create text.
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast the adventures and experiences of CHARACTERS in stories. GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently. PROGRESSION RL.K.10 RL.1.10 RL.2.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. MULTIDIMENSIONALITY - RL.1.10 Use A MAROON (CAPS) = CONTENT A SET OF A	act				3	View literacy experiences as transactional, interdisciplinary and transformational.
Compare/contrast the adventures and experiences of CHARACTERS in stories. GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently. PROGRESSION RL.K.10 RL.1.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. MULTIDIMENSIONALITY - RL.1.10 GUIDING PRINCIPLE FOR READING LITERATURE 5 Set to the provide of the proficiently. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. MULTIDIMENSIONALITY - RL.1.10						Utilize receptive and expressive lan-
The state of grade-level appropriate, complex literary texts. GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently. PROGRESSION RL.K.10 RL.1.10 RL.2.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. MULTIDIMENSIONALITY - RL.1.10 PROGRESSION RL.2.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. ACC INC. MULTIDIMENSIONALITY - RL.1.10	Co				4	guage arts to better understand self others and the world.
RL.K.10 RL.1.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. PROGRESSION RL.1.10 RL.2.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. MULTIDIMENSIONALITY - RL.1.10	→ 10				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. MULTIDIMENSIONALITY - RL.1.10						Collaborate with others to create new meaning.
flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts independently and proficiently. MULTIDIMENSIONALITY - RL.1.10		RL.K.10	RL.1.10	RL.2.10		
tioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. ing, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. 8 Example 1 Ing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. 9 MULTIDIMENSIONALITY - RL.1.10	fle	exibly use a variety of compre-	flexibly use a variety of compre-	variety of comprehension strategies	7	Utilize digital resources to learn and share with others.
of grade-level appropriate, complex literary texts. of grade-level appropriate, complex literary texts. of grade-level appropriate, complex literary texts. MULTIDIMENSIONALITY - RL.1.10	tio inf pri	oning, monitoring, visualizing, ferencing, summarizing, using ior knowledge, determining	ing, monitoring, visualizing, infer- encing, summarizing, using prior knowledge, determining im-	ing, inferencing, summarizing, using pri- or knowledge, determining importance) to read, comprehend and analyze grade-	8	Engage in specialized, discipline- specific literacy practices.
	of	grade-level appropriate,	of grade-level appropriate, com-		9	Apply high level cognitive processes to think deeply and critically about text.
Green (italic) = Comprehension Purple (hold) = Analysis MAROON (CAPS) = CONTENT		1	MULTIDIMENSIONALITY - RL.1.1	.0		
With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitor-		ith prompting and support, fle	exibly use a variety of comprehension	on strategies (i.e., questioning, monitor-	10	Develop a literacy identity that promotes lifelong learning.
ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS.				etermining importance) to make sense of		HOME

	Reading Standards for Informational Text - Grade 1		Interdisciplinary Literacy Practices
	Key Ideas and Details		·
<u>RI.1.1</u>	With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.1.2</u>	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.1.3</u>	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.1.4</u>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	4	guage arts to better understand self, others and the world.
DI 4 F	Know and use various text features, including but not limited to headings, tables of contents, glossa-	5	Apply strategic practices, with scaffolding and then independently,
<u>RI.1.5</u>	ries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.		to approach new literacy tasks.
<u>RI.1.6</u>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
RI.1.7	Use the visuals and details in a text to describe its key ideas.	7	share with others.
1111217	000 the thousand and decision to decision to help the terms of the ter		Engage in specialized, discipline-
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.	8	specific literacy practices.
		_	Apply high level cognitive processes
<u>RI.1.9</u>	Identify information from two or more texts on similar themes or topics.	9	to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		December 19 constitution of the
DI 4 40	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,	10	Develop a literacy identity that pro- motes lifelong learning.
<u>KI.1.10</u>	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.		HOME

GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
1. Students will read closely to cit; cite specific textual evidence		Literacy Practices		
21// 4	PROGRESSION	1	Recognize that text is anything that communicates a message.	
RI.K.1 With prompting and support, ask and answer explicit ques-	RI.1.1 With prompting and support, ask and answer explicit ques-	Ask and answer such questions as who, what, where, when, why, and	2	Employ, develop and refine schema to understand and create text.
tions about key concepts and details and make logical inferences to construct meaning from the text.	tions about key concepts and details, and make and support logical inferences to construct meaning from the text.	how and make and support logical inferences to construct meaning from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp	MULTIDIMENSIONALITY - RI.1.1 prehension Purple (bold) = Analysis sk and answer explicit auestions above		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
make and support logical infere	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
2. Students will determine cent	,	development; cite specific textual evi-	6	Collaborate with others to create new meaning.
	PROGRESSIONS	pport conclusions drawn from the text.	7	Utilize digital resources to learn and share with others.
RI.K.2 With prompting and support, orally recognize key details	RI.1.2 With prompting and support, recognize key details from a	RI.2.2 Identify implicit and explicit information from a summary to determine	8	Engage in specialized, discipline- specific literacy practices.
from a summary to demonstrate understanding of the central idea of a text.	summary to demonstrate understanding of the central idea of a text.	the central idea of a text.	9	Apply high level cognitive processes to think deeply and critically about text.
Green (italic) = Comp	MULTIDIMENSIONALITY - RI.1.2 prehension Purple (bold) = Analysis prognize KEY DETAILS from a summer	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
With prompting and support, recognize KEY DETAILS from a summary to demonstrate understanding of the CENTRAL IDEA of a text.				HOME

a text.	•	a wny individuals, events and ideas			Interdisciplinary Literacy Practices	
		3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.				
		1	Recognize that text is anything that			
	RI.K.3	RI.1.3	RI.2.3	_	communicates a message.	
identif	orompting and support, fy the individuals, s, ideas or pieces of in-	With prompting and support, identify the connection between individuals, events, ideas	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical	2	Employ, develop and refine schema to understand and create text.	
	tion presented over the e of a text.	or pieces of information over the course of a text.	procedures over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
		MULTIDIMENSIONALITY - RI.1.3	3		Utilize receptive and expressive lan-	
	Green (italic) = Comp	4	guage arts to better understand self, others and the world.			
	With prompting and support, identify the connection between INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION over the course of a text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
4. Stud		G PRINCIPLE FOR READING LITE s and phrases as they are used in	RATURE a text, including determining technical,	6	Collaborate with others to create new meaning.	
conno	tative and figurative mean	nings, and analyze how specific word	d choices shape meaning or tone.		Utilize digital resources to learn and share with others.	
		PROGRESSION		7		
	RI.K.4	RI.1.4	RI.2.4			
	orompting and support, d answer questions	Ask and answer questions to help determine or clarify the	Determine the meaning of general academic words and phrases and how	8	Engage in specialized, discipline- specific literacy practices.	
about text.	unknown words in a	meaning of words and phrases in a grade-level text.	those words and phrases shape mean- ing in a grade-level text.	9	Apply high level cognitive processes to think deeply and critically about text.	
		MULTIDIMENSIONALITY - RI.1.4	1		Develop a literacy identity that pro-	
Ack on	Green (italic) = Comp		MAROON (CAPS) = CONTENT of words and phrases in a GRADE-LEVEL	10	motes lifelong learning.	
TEXT.	ia answer questions to neij	p determine or clarity the meaning (oj words and pinases in a GRADE-LEVEL		HOME	

GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary	
	5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.				
	PROGRESSION		1	Recognize that text is anything that	
RI.K.5	RI.1.5	RI.2.5	_	communicates a message.	
Identify the front cover, back cover and title page of a book.	Know and use various text features, including but not limited to headings, tables of contents,	Identify and describe informational text structures, including sequence/ chronological and descriptive struc-	2	Employ, develop and refine schema to understand and create text.	
	glossaries, captions, bold print, subheadings, indexes, electron- ic menus and icons to locate key facts or information in a	tures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	text.	contribute to the overall structure.		Utilize receptive and expressive lan-	
	MULTIDIMENSIONALITY - RI.1.5		4	guage arts to better understand self others and the world.	
GLOSSARIES, CAPTIONS, BOLD F	Know and use various TEXT FEATURES, including but not limited to HEADINGS, TABLES OF CONTENTS, GLOSSARIES, CAPTIONS, BOLD PRINT, SUBHEADINGS, INDEXES, ELECTRONIC MENUS AND ICONS to locate key facts or information in a text.				
GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE	6	Collaborate with others to create new meaning.	
6. Students will analyze how poi	int of view, perspective and purpose	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.	
	PROGRESSION				
RI.K.6	RI.1.6	RI.2.6	8	Engage in specialized, discipline-	
With prompting and support, identify the author and illus-	Distinguish between infor- mation provided by pictures or	Identify the main purpose of a text, including what the author wants to		specific literacy practices.	
trator of a text and define the	other illustrations and infor-	answer, explain or describe, and how	_	Apply high level cognitive processes	
role of each in presenting the	mation provided by the words	that purpose shapes the content of	9	to think deeply and critically about	
ideas or information in a text.	in a text.	the text.		text.	
	MULTIDIMENSIONALITY - RI.1.6 orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.	
Distinguish between INFORMAT VIDED BY THE WORDS in a text.		er illustrations and INFORMATION PRO-		HOME	

GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary	
7. Students wills integrate and e media and formats.	7. Students wills integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				
	PROGRESSION				
RI.K.7	RI.1.7	RI.2.7		communicates a message.	
With prompting and support, describe the relationship between visuals and the text.	Use the visuals and details in a text to describe its key ideas.	Identify information gained from visuals and words in the text, and explain how that information contributes to	2	Employ, develop and refine schema to understand and create text.	
tweeli visuais and the text.		understanding of the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	MULTIDIMENSIONALITY - RI.1.		4	Utilize receptive and expressive lan- guage arts to better understand self,	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				
Use the visuals and details in a t	Use the visuals and details in a text to describe its KEY IDEAS.				
	• •	ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.	
validity, reasoning, relevance at	·			Utilize digital resources to learn and	
RI.K.8	PROGRESSION RI.1.8	RI.2.8	7	share with others.	
With prompting and support, identify the claim and the rea-	Identify the claim and the reasons an author gives to support	Describe how reasons support specific claims the author makes in a text.	8	Engage in specialized, discipline- specific literacy practices.	
sons an author gives to support claims in a text.	the claim in a text.		9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RI.1.	8		Develop a literacy identity that pro-	
	prehension Purple (bold) = Analysis		10	motes lifelong learning.	
Identify the CLAIM and the REAS	SONS an author gives to support the	e CLAIM in a text.		HOME	
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GUIDIN	NG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
9. Students will analyze how two knowledge or to compare the ap		Literacy Practices		
	PROGRESSION		1	Recognize that text is anything that
RI.K.9	RI.1.9	RI.2.9	*	communicates a message.
With prompting and support, identify information from two or more texts on similar	Identify information from two or more texts on similar themes or topics.	Describe the relationship between information from two or more texts on the same theme or topic.	2	Employ, develop and refine schema to understand and create text.
themes or topics.	MULTIDIMENSIONALITY - RI.1.9		3	View literacy experiences as transactional, interdisciplinary and transfor-
		mational.		
Green (italic) = Comp Identify information from TWO (4	Utilize receptive and expressive language arts to better understand self, others and the world.		
GUIDIN 10. Students will read, compreh	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
ly.	6	Collaborate with others to create new meaning.		
RI.K.10	RI.1.10	RI.2.10		
With prompting and support, flexibly use a variety of comprehension strategies (i.e., ques-	With prompting and support, flexibly use a variety of compre-	By the end of the year, flexibly use a variety of comprehension strategies	7	Utilize digital resources to learn and share with others.
tioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining	ualizing, ing, monitoring, visualizing, infer- ng, using encing, summarizing, using prior or knowledge, determining importance)	8	Engage in specialized, discipline- specific literacy practices.	
importance) to make sense of portance) to make sense level appropriate, complex		level appropriate, complex information- al texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.1.1			Develop a literacy identity that pro-
With prompting and support, fle	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitor-			
ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS.				HOME

	Н		Interdisciplinary Literacy Practices		
	is regarding the placement of the adiness and handwriting curriculu	1	Recognize that text is anything that communicates a message.		
HW. 1.1	Legibly print all upper- and lowe	2	Employ, develop and refine schema to understand and create text.		
	HW.K.1 Print all upper and lowercase	HW.1.1 Legibly print all upper- and low-	HW.2.1 Introduce formation of all upper-	3	View literacy experiences as transactional, interdisciplinary and transformational.
	letters and numerals.	ercase letters and numerals with correct form.	and lowercase cursive letters.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
		67			HOME

	Composition – Grade 1		Interdisciplinary Literacy Practices	
	TEXT TYPES AND PURPOSE	1	Recognize that text is anything that communicates a message.	
	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	2	Employ, develop and refine schema to understand and create text.	
	 every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	3	View literacy experiences as transactional, interdisciplinary and transformational.	
<u>C.1.1</u>	b. Introduce the topic.c. Provide reasons with details to support the opinion.d. Use grade-appropriate transitions.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	e. Provide a concluding section.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and	6	Collaborate with others to create new meaning.	
	 digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by 		Utilize digital resources to learn and share with others.	
			Engage in specialized, discipline- specific literacy practices.	
<u>C.1.2</u>			Apply high level cognitive processes to think deeply and critically about text.	
			Develop a literacy identity that promotes lifelong learning.	
	planning, revising and editing.	HOME		

	Composition – Grade 1	Interdisciplinary Literacy Practices		
	TEXT TYPES AND PURPOSE	4	Recognize that text is anything that	
	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel-	1	communicates a message.	
	op real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)		Employ, develop and refine schema to understand and create text.	
			View literacy experiences as transactional, interdisciplinary and transfor-	
<u>C.1.3</u>	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	mational.	
0.2.0	b. Recount a single event or multiple events, memories or ideas.	4	Utilize receptive and expressive lan- guage arts to better understand self,	
	c. Include details which describe actions, thoughts, emotions.		others and the world.	
	d. Use temporal words and phrases to signal event order.		Apply strategic practices, with	
	e. Create a sense of closure.	5	scaffolding and then independently,	
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		to approach new literacy tasks.	
	planning, revising and carting.	6	Collaborate with others to create	
	PRODUCTION AND DISTRIBUTION		new meaning.	
<u>C.1.4</u>	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.		Utilize digital resources to learn and share with others.	
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Engage in specialized, discipline-	
<u>C.1.5</u>	With guidance and support, participate in shared research and writing projects.	8	specific literacy practices.	
<u>C.1.6</u>	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.		Apply high level cognitive processes to think deeply and critically about text.	
		40	Develop a literacy identity that pro-	
	RANGE OF WRITING	10	motes lifelong learning.	
<u>C.1.7</u>	(Begins in grade 3)		HOME	

GUIDING PRINCIPLE FOR COMPOSITION



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

	PROGRESSION		1	Recognize that text is anything that communicates a message.	
C.K.1	C.1.1	C.2.1		communicates a message.	
Compose opinion pieces, using a combination of drawing, dic-	Compose opinion pieces, using a combination of drawing, dictating,	Compose opinion pieces, using a combination of writing and digi-	2	Employ, develop and refine schema to understand and create text.	
tating, writing and digital resources, to state the topic and an opinion.	writing and digital resources, to state the topic and an opinion.	tal resources, on topics or texts, with supporting reasons.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
not <u>every</u> writing experience must utilize those digital re- sources.)	every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic.			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
a. With guidance and support from adults, strengthen		from adults, strengthen writing through peer collabor	6	Collaborate with others to create new meaning.	
writing through peer collabo- ration and adding details through writing and/or pic-		oration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by opinion statement and create an organizational structure.	7	Utilize digital resources to learn and share with others.	
tures as needed.			8	Engage in specialized, discipline- specific literacy practices.	
b. Introduce the topic.			9	Apply high level cognitive processes to think deeply and critically about text.	
c. Provide reasons with details to support the opinion.	c. Provide reasons with details to support the opinion.	c. Provide reasons with details to support the opinion.	10	Develop a literacy identity that promotes lifelong learning.	
			HOME		

Interdisciplinary

Literacy Practices

				PROGRESSION				Interdisciplinary
		C.K.1		C.1.1		C.2.1		Literacy Practices
	d.	Use grade-appropriate transitions.	d.	Use grade-appropriate transitions.	d.	Use grade-appropriate transitions.	1	Recognize that text is anything that
_	e.	Provide a concluding idea.	e.	Provide a concluding section.	e.	Provide a concluding section.	2	communicates a message. Employ, develop and refine schema
	f.	With guidance and support from peers and adults, de-	f.	With guidance and support from peers and adults, de-	f.	With guidance and support from peers and adults, devel-	3	to understand and create text. View literacy experiences as transactional, interdisciplinary and transfor-
		velop and strengthen writing as needed by plan-		velop and strengthen writing as needed by planning, re-		op and strengthen writing as needed by planning, revising		mational.
		ning, revising and editing.		vising and editing.		and editing.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
							5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
							6	Collaborate with others to create new meaning.
							7	Utilize digital resources to learn and share with others.
							8	Engage in specialized, discipline- specific literacy practices.
							9	Apply high level cognitive processes to think deeply and critically about text.
							10	Develop a literacy identity that promotes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.1.1		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose OPINION PIECES , using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
 a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. 	3	View literacy experiences as transactional, interdisciplinary nd transformational.
c. Provide reasons with details to support the opinion.d. Use grade-appropriate TRANSITIONS.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
 e. Provide a concluding idea. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

	GUIDI		Interdisciplinary		
	2. Students will compose informat		Literacy Practices		
	and accurately through the effecti	ve selection, organization and analysis	1	Recognize that text is anything that	
		PROGRESSION		1	communicates a message.
	C.K.2	C.1.2	C.2.2		Employ, develop and refine schema
	Compose informative and/or explanatory texts, using a combina-	Compose informative and/or explanatory texts, using a combina-	Compose informative and/or explanatory texts, using writing and	2	to understand and create text.
	tion of drawing, dictating, writing and digital resources, to establish a topic and supply information	tion of drawing, dictating, writing and digital resources, to establish a topic and provide information	digital resources, to establish a topic and provide information about the topic.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	about the topic. about the topic. (NOTE: Students must have the one		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
/	opportunity throughout the year to utilize digital resources, but not every writing experience must	portunity throughout the year to utilize digital resources, but not every writing experience must uti-	opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	utilize those digital resources.) lize those digital resources.			6	Collaborate with others to create new meaning.
	With guidance and support from adults, strengthen writing through peer collabo-	With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing	a. With guidance and support from adults, strengthen writing through peer collabo-	7	Utilize digital resources to learn and share with others.
	ration and adding details through writing and/or pic- tures as needed.	adding details through writing and/or pictures as needed.	ration and adding details through writing and/or pic- tures as needed.	8	Engage in specialized, discipline- specific literacy practices.
	b. Introduce the topic.	b. Introduce the topic.	b. Introduce the topic.	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
					HOME

				PROGRESSION				Interdisciplinary
		C.K.2		C.1.2		C.2.2		Literacy Practices
	a.	Supply information to develop the topic.	C.	Supply information with detail to develop the topic.	C.	Supply information with detail to develop the topic.	1	Recognize that text is anything that communicates a message.
_	b.	Use grade-appropriate conjunctions to develop text structure within sentences.	d.	Use grade-appropriate conjunctions to develop text structure within sentences.	d.	Use grade-appropriate conjunctions to develop text structure within sentences.	2	Employ, develop and refine schema to understand and create text.
	c.	Use grade-appropriate tran-	e.	Use grade-appropriate transi-	e.	0 11 1	3	View literacy experiences as transactional, interdisciplinary and transformational.
		sitions to develop text structure across paragraphs.		tions to develop text structure across paragraphs.		tions to develop text struc- ture across paragraphs.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	d.	Provide a concluding idea.	f.	Provide a concluding section.	f.	Provide a concluding section.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	e.	With guidance and support from peers and adults, develop and strengthen writing	g.	With guidance and support from peers and adults, develop and strengthen writing as	g.	With guidance and support from peers and adults, develop and strengthen writing as	6	Collaborate with others to create new meaning.
		as needed by planning, revis- ing and editing.		needed by planning, revising and editing.		needed by planning, revising and editing.	7	Utilize digital resources to learn and share with others.
							8	Engage in specialized, discipline- specific literacy practices.
							9	Apply high level cognitive processes to think deeply and critically about text.
							10	Develop a literacy identity that promotes lifelong learning.
								HOME

	MULTIDIMENSIONALITY - C.1.2		Intordisciplinary
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
J	Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.	1	Recognize that text is anything that communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	 a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
	 c. Supply information with detail to develop the topic. d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	 e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by plan- 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	ning, revising and editing.	6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
			HOME

	PROGRESSION C.1.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	1 2 3	Recognize that text is anything that communicates a message. Employ, develop and refine schema to understand and create text. View literacy experiences as transactional, interdisciplinary and transformational. Utilize receptive and expressive language arts to better understand self,
mpose narratives, using a com- nation of drawing, dictating, iting and digital resources, to velop real or imagined experi- ces or multiple events or ideas, ing effective technique, de- riptive details and clear se-	C.1.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descrip-	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear se-	3	Employ, develop and refine schema to understand and create text. View literacy experiences as transactional, interdisciplinary and transformational. Utilize receptive and expressive lan-
mpose narratives, using a com- nation of drawing, dictating, iting and digital resources, to velop real or imagined experi- ces or multiple events or ideas, ing effective technique, de- riptive details and clear se-	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descrip-	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear se-	3	to understand and create text. View literacy experiences as transactional, interdisciplinary and transformational. Utilize receptive and expressive lan-
iting and digital resources, to velop real or imagined experices or multiple events or ideas, ing effective technique, deriptive details and clear se-	writing and digital resources, to develop real or imagined experi- ences or multiple events or ideas, using effective technique, descrip-	develop real or imagined experi- ences or multiple events or ide- as, using effective technique, descriptive details and clear se-		tional, interdisciplinary and transfor- mational. Utilize receptive and expressive lan-
iptive details and clear se-	, , ,	·	4	
	, , ,	· ·		others and the world.
OTE: Students must have the portunity throughout the year utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
t <u>every</u> writing experience ust utilize those digital re- urces.)	<u>every</u> writing experience must utilize those digital resources.)	not <u>every</u> writing experience must utilize those digital re- sources.)	6	Collaborate with others to create new meaning.
With guidance and support	With guidance and support from adults, produce writing	With guidance and support from adults, produce writing	7	Utilize digital resources to learn and share with others.
in which the development and organization are appro-	in which the development and organization are appro-	in which the development and organization are appro-	8	Engage in specialized, discipline- specific literacy practices.
Recount a single event.	 b. Recount a single event or multiple events, memories or 	b. Recount a single event or	9	Apply high level cognitive processes to think deeply and critically about text.
ideas.	ideas.	or ideas.		Develop a literacy identity that promotes lifelong learning.
ur 1 i	With guidance and support from adults, produce writing n which the development and organization are appropriate to task and purpose.	with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. Becount a single event. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or	with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or multiple events, memories	with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or multiple events, memories

	PROGRESSION			Interdisciplinary
C.K.3	C.1.3	C.2.3		Literacy Practices
c. Include details which describe actions, thoughts, emotions.	c. Include details which describe actions, thoughts, emotions.	c. Include details which describe actions, thoughts, emotions.	1	Recognize that text is anything that communicates a message.
	d. Use temporal words and phrases to signal event order.	d. Use temporal words and phrases to signal event order.	2	Employ, develop and refine schema to understand and create text.
d. Create a sense of closure.	e. Create a sense of closure.	e. Create a sense of closure.	3	View literacy experiences as transactional, interdisciplinary and transformational.
e. With guidance and support from peers and adults, develop and strengthen	f. With guidance and support from peers and adults, develop and strengthen writing as	f. With guidance and support from peers and adults, develop and strengthen writing as	4	Utilize receptive and expressive language arts to better understand self, others and the world.
writing as needed by plan- ning, revising and editing.	needed by planning, revising and editing.	needed by planning, revising and editing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
			8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
				HOME

MULTIDIMENSIONALITY - C.1.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
Compose NARRATIVES, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	View literacy experiences as transactional, interdisciplinary and transformational.
b. Recount a single event or multiple events, memories or ideas.c. Include details which describe actions, thoughts, emotions.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from pages and adults, develop and strongthen writing as pooled by plan.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

	GUID	ING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	 Students will use digital resou with others. 	Literacy Practices			
			Recognize that text is anything that		
	C.K.4	C.1.4	C.2.4	1	communicates a message.
fr d	Vith guidance and support rom adults, explore a variety of ligital resources to create and bublish products, including in	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collabora-	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collabora-	2	Employ, develop and refine schema to understand and create text.
	ollaboration with peers.	tion with peers.	tion with peers.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	N	MULTIDIMENSIONALITY - C.1.4		_	Utilize receptive and expressive lan-
$1 \perp 1$	Green (italic) = Compi	rehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
	With guidance and support from adults, use a VARIETY OF DIGITAL RESOURCES to create and publish products, including in collaboration with peers.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
\sim		well as more sustained research prothe subject under investigation.		6	Collaborate with others to create new meaning.
		DDOCDECCION			Utilize digital resources to learn and
	C.K.5	PROGRESSION C.1.5	C.2.5	7	share with others.
p	articipate in shared research	With guidance and support, participate in shared research and writing projects.	Conduct shared research and writing projects that build knowledge about a topic	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.1.5 ehension Purple (bold) = Analysis Ma	AROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
	With guidance and support, participate in shared RESEARCH and writing projects.				HOME

	GUI	N		Interdisciplinary	
	6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and re-				Literacy Practices
	search while avoiding plagiarism	1.		1	Recognize that text is anything that
		PROGRESSION			communicates a message.
	C.K.6 With guidance and support, collect information from real-	C.1.6 With guidance and support, collect information from real-world experiences or provided sources to an	C.2.6 Collect information from realworld experiences or provided	2	Employ, develop and refine schema to understand and create text.
	world experiences or provided sources to answer or generate questions.	riences or provided sources to answer or generate questions.	sources to answer or generate questions.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - C.1.6		4	Utilize receptive and expressive language arts to better understand self, others and the world.
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUI	DING PRINCIPLE FOR COMPOSITIO	N	6	Collaborate with others to create new meaning.
	7. Students will compose routing and audiences.	nely over extended and shorter time fra	ames for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	C.K.7 (Begins in grade 3)	C.1.7 (Begins in grade 3)	C.2.7 (Begins in grade 3)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.1.7			Develop a literacy identity that pro-
		pprehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	motes lifelong learning.	
!	(Begins in grade 3)				HOME

	Language – Grade 1		Interdisciplinary Literacy Practices
	CONVENTIONS OF STANDARD ENGLISH	1	Recognize that text is anything that
	When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence.		communicates a message.
<u>L.1.1</u>	 b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. 	2	Employ, develop and refine schema to understand and create text.
	f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	3	View literacy experiences as transactional, interdisciplinary and transformational.
 When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single word 		4	Utilize receptive and expressive language arts to better understand self, others and the world.
<u>L.1.2</u>	ries. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	KNOWLEDGE OF LANGUAGE		Collaborate with others to create
<u>L.1.3</u>	(Begins in grade 2)	6	new meaning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		Utilize digital resources to learn and share with others.
<u>L.1.4</u>	 a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. d. Use words and phrases acquired through conversations, reading and being read to, and responding to 	8	Engage in specialized, discipline- specific literacy practices.
	 texts, including using frequently occurring conjunctions to signal simple relationships. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and 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 duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. 	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.1.5</u>		10	Develop a literacy identity that promotes lifelong learning.
	d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).		HOME

	1. Students will demonstrate comm writing and speaking.		Interdisciplinary Literacy Practices		
		PROGRESSION			Recognize that text is anything that
	L.K.1	L.1.1	L.2.1	1	communicates a message.
	 When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. b. regular plural nouns by adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences. 	 When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. 	 In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding, and rearranging complete simple and compound sentences. 	2 3 4	Employ, develop and refine schema to understand and create text. View literacy experiences as transactional, interdisciplinary and transformational. Utilize receptive and expressive language arts to better understand self, others and the world. Apply strategic practices, with scaffolding and then independently,
		f. frequently occurring conjunctions in a sentence.g. frequently occurring prepositions in a sentence.	·	6	to approach new literacy tasks. Collaborate with others to create
		h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.		7	new meaning. Utilize digital resources to learn and share with others.
		ULTIDIMENSIONALITY - L.1.1 nension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
_	a. COMMON, PROPER AND POSSES.b. SINGULAR AND PLURAL NOUNSc. PERSONAL, POSSESSIVE AND IND	SIVE NOUNS in a sentence. WITH MATCHING VERBS in basic sente EFINITE PRONOUNS in a sentence.		9	Apply high level cognitive processes to think deeply and critically about text.
	e. FREQUENTLY OCCURRING ADJECT. f. FREQUENTLY OCCURRING CONJU. g. FREQUENTLY OCCURRING PREPCORT	TIVES in a sentence. INCTIONS in a sentence.	NCTIONS in a sentence.		Develop a literacy identity that promotes lifelong learning.
	h. DECLARATIVE, INTERROGATIVE, I	MPERATIVE AND EXCLAMATORY SENT	ENCES in response to prompts.		HOME

	GUIDING PRINCIPLE FOR LANGUAGE				Interdisciplinary
	2. Students will demonstrate command of the conventions of standard English capitalization, punctuation				Literacy Practices
	and spelling when writing.				literacy i factices
		PROGRESSION		1	Recognize that text is anything that
	L.K.2	L.1.2	L.2.2		communicates a message.
	When writing:	When writing:	When writing:		
	a. Capitalize the first word in a sentence and the pronoun I.	 Capitalize proper nouns, in- cluding but not limited to dates and names of people. 	 a. Capitalize proper nouns, includ- ing but not limited to dates and names of people. 	2	Employ, develop and refine schema to understand and create text.
	 Recognize and name end punctuation. 	b. Demonstrate appropriate use	b. Demonstrate appropriate use of		View literacy experiences as transac-
_	c. Write a letter or letters for	of end punctuation.	end punctuation.	3	tional, interdisciplinary and transfor-
	most consonant and short- vowel sounds.	c. With prompting and support, produce and write commas in	c. With prompting and support, produce and write commas in		mational.
•	dates and to separate single Spell simple words phoneti- words in a series. produce and write commas in produce and write and writ	_	Utilize receptive and expressive lan-		
	cally, drawing on knowledge			4	guage arts to better understand self,
	of sound-letter relationships.	d. Use conventional spelling for words with common spelling	 d. Use conventional spelling for words with common spelling 		others and the world.
		patterns and for frequently occurring irregular words.	patterns and for frequently oc- curring irregular words.	_	Apply strategic practices, with
			ů ů	5	scaffolding and then independently,
		cally, drawing on phonemic	e. Spell untaught words phonetical- ly, drawing on phonemic aware-		to approach new literacy tasks.
		awareness and spelling con- ventions.	ness and spelling conventions.	6	Collaborate with others to create
				U	new meaning.
				7	Utilize digital resources to learn and
				,	share with others.
	N	MULTIDIMENSIONALITY - L.1.2			Engage in specialized, discipline-
	Green (italic) = Compr	ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	specific literacy practices.
	When writing:				Apply high level cognitive processes
	a. Capitalize PROPER NOUNS, includin	ng but not limited to DATES AND NAMES	OF PEOPLE.	9	to think deeply and critically about
	b. Demonstrate appropriate use of EN	b. Demonstrate appropriate use of END PUNCTUATION.			text.
	c. With prompting and support, produce and write COMMAS IN DATES AND TO SEPARATE SINGLE WORDS IN A SE-				
		RIES.			Develop a literacy identity that pro-
	d. Use conventional spelling for words with COMMON SPELLING PATTERNS and for FREQUENTLY OCCURRING IRREGULAR WORDS.		nd for FREQUENTLY OCCURRING IRREGU-	10	motes lifelong learning.
		drawing on PHONEMIC AWARENESS AN	D SPELLING CONVENTIONS.		HOME
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GUIDING PRINCIPLE FOR LANGUAGE 3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				Interdisciplinary Literacy Practices
PROGRESSION			1	Recognize that text is anything that
L.K.3	L.1.3	L.2.3	_	communicates a message.
(Begins in grade 2)	(Begins in grade 2)	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
		a. Compare formal and informal uses of English.	3	View literacy experiences as transactional, interdisciplinary and transformational.
			4	Utilize receptive and expressive language arts to better understand self, others and the world.
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
	MULTIDIMENSIONALITY - L.1.3 ehension Purple (bold) = Analysis N	MAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
(Begins in grade 2)			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
				HOME
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 GUIDING PRINCIPLE FOR LANGUAGE 4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general 					Interdisciplinary Literacy Practices
	academic and domain-specific wo order to be transition ready.	rds and phrases sufficient for readin PROGRESSION	g, writing, speaking and listening in	1	Recognize that text is anything that communicates a message.
	L.K.4 Determine or clarify the meaning of unknown and multiple-	L.1.4 Determine or clarify the meaning of unknown and multiple-	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning	2	Employ, develop and refine schema to understand and create text.
	meaning words and phrases based on kindergarten reading and content.	meaning words and phrases based on grade 1 reading and content, choosing flexibly from an	words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	a. Identify homophones.b. Identify common affixes and how they change the mean-	array of strategies. a. Use sentence-level context as a clue to the meaning of a	 Use sentence-level context as a clue to the meaning of a word or phrase. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	ing of a word. c. Use words and phrases acquired through conversa-	word or phrase. b. Identify common affixes and how they change the meaning of a word.	 b. Determine the meaning of the new word formed when a known prefix is added to a known word. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	tions, reading and being read to, and responding to texts.	c. With guidance and support, identify frequently occurring	c. Use a known root word as a clue to the meaning of an unknown	6	Collaborate with others to create new meaning.
		root words and their inflec- tional forms. d. Use words and phrases ac-	word with the same root. d. Use knowledge of the meaning of individual words to predict	7	Utilize digital resources to learn and share with others.
		quired through conversations, reading and being read to, and responding to texts, in-	the meaning of compound words. e. Use glossaries and beginning	8	Engage in specialized, discipline- specific literacy practices.
		cluding using frequently oc- curring conjunctions to signal simple relationships.	dictionaries to determine or clarify the meaning of words and phrases.	9	Apply high level cognitive processes to think deeply and critically about text.
			 f. Use words and phrases acquired through conversations, reading and being read to, and respond- ing to texts, including using ad- 	10	Develop a literacy identity that pro- motes lifelong learning.
			jectives and adverbs to describe.		HOME

MULTIDIMENSIONALITY - L.1.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT	Interdisciplinary Literacy Practices	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Recognize that text is anything that communicates a message.
a. Use SENTENCE-LEVEL CONTEXT as a clue to the meaning of a word or phrase.b. Identify COMMON AFFIXES and how they change the meaning of a word.	2	Employ, develop and refine schema to understand and create text.
 c. With guidance and support, identify frequently occurring ROOT WORDS and their inflectional forms. d. Use words and phrases acquired through conversations, reading and being read to, and responding to 	3	View literacy experiences as transactional, interdisciplinary and transformational.
texts, including using frequently occurring CONJUNCTIONS to signal simple relationships.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

		DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	5. Students will demonstrate unde		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	L.K.5	L.1.5	L.2.5	1	communicates a message.
	With guidance and support from adults, explore word relationships and nuances in word meanings.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
	a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the	 Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. 	 Demonstrate understanding of words by relating them to their synonyms and antonyms. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
/	concepts the categories represent. b. Demonstrate an understand-	 b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs 	ing among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	ing of verbs and adjectives and their antonyms. c. Demonstrate an understand-			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	ing of verbs and adjectives and their synonyms.			6	Collaborate with others to create new meaning.
		(e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).		7	Utilize digital resources to learn and share with others.
	Green (italic) = Compre	IULTIDIMENSIONALITY - L.1.5 thension Purple (bold) = Analysis M		8	Engage in specialized, discipline- specific literacy practices.
_	 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. 			9	Apply high level cognitive processes to think deeply and critically about text.
	large cat with stripes). c. Demonstrate understanding of d. Define or act out the shades of r	emonstrate understanding of words by relating them to their SYNONYMS and ANTONYMS. efine or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in		10	Develop a literacy identity that promotes lifelong learning.
	intensity (e.g., large, gigantic).				HOME
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