



GRADES K-6

Alignment of the 2017 English Standards of Learning for Virginia Public Schools and The *Fountas & Pinnell Literacy Continuum, Expanded Edition*

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Introduction

This document is organized to show the close connection between the *2017 English Standards of Learning for Virginia Public Schools* and *The Fountas & Pinnell Literacy Continuum, Expanded Edition*

The Fountas & Pinnell Literacy Continuum

The Literacy Continuum describes text characteristics and behavioral goals for students in prekindergarten through grade eight, in all areas of the language arts. The text contains eight continua. The sections are organized by grade level, apart from the guided reading continuum, which is instead arranged according to the F&P Text Level Gradient™ levels A to Z. Within each of the continua, text characteristics, behaviors, and understandings have additional organization in place. Each of the eight continua within the larger text represents an instructional context within a design for responsive literacy teaching. These aspects of instruction work together to support students' development of reading, writing, and language processes. The eight continua are interrelated, as students engage in reading, writing, and talking about texts in authentic ways throughout the school day. As a result, text characteristics and behavioral goals may appear in more than one area.

The Alignment

Both the *2017 English Standards of Learning for Virginia Public Schools* and *The Literacy Continuum* aim to take the complex work of reading, writing, and communication, and provide descriptions of what students will know and be able to do. They also acknowledge the fact that engaging in authentic literacy experiences can address multiple areas of literacy and language learning. Both resources stress the importance of engaging with a variety of increasingly complex texts, in multiple genres to grow capacity as readers, writers, and communicators. The *Standards* and *The Literacy Continuum* both also note that student learning is expected to grow over time, with students holding on to understandings and building upon them. *The Literacy Continuum* was created after gathering feedback from teachers and researchers, as well as careful review and consideration of standards and current research in the field of literacy. Both the *Standards* and *The Literacy Continuum* describe progress in multiple areas of literacy, and behaviors and understandings found in *The Literacy Continuum* are consistent with expectations laid forth in the *Standards*. The two rely on teachers noticing what their students understand and are beginning to take on, and determining how to approach instruction, with the goal of learners continually progressing in their literacy and language learning over time.

Using this Resource

The bullet points of student behaviors and understandings from *The Fountas & Pinnell Literacy Continuum* listed in this document represent only a small portion of those represented in the entire text. The descriptions of text characteristics and behavioral goals in *The Literacy Continuum* are specific, and as a result inform teaching in a way that broader goals cannot. Here you will find only the behaviors that most closely align with the *Standards*. Teachers, administrators, and other school leaders can look to this alignment document to find evidence of how clearly *The Literacy Continuum* and the *Standards* correspond with one another. The *2017 English Standards of Learning for Virginia Public Schools* define the most critical expectations in reading, writing, and communicating. They do not include an abundant list of items that could possibly be addressed in school related to literacy and language learning. Since this document is designed to illustrate the alignment between the *Standards* and *The Literacy Continuum*, it holds the same limitations. This document is not intended to replace *The Literacy Continuum*, nor should it be used in that way. To use *The Literacy Continuum* as a guide for planning and reflecting on whole group, small group, and individual teaching,

one needs access to the entire text. The behaviors and understandings from *The Literacy Continuum* are listed in the order in which they appear. This resource begins with kindergarten and increases in grade level.

Cautions:

One important point made in both the *Standards* and *The Literacy Continuum* is that literacy and language learning develop over time, and every child takes a different path to proficiency. One group of students may start their journey in a different place than others. Looking at the grade level below or above that of one's students can be helpful in understanding starting points for learning, as well as change over time. Those who refer to this document should remember that the first appearance of a text characteristic, behavior or understanding in *The Literacy Continuum* marks the first time it is introduced. Students require multiple opportunities to develop each understanding, and these develop over time with repeated exposure. The appearance of a behavior or understanding does not indicate an expectation of mastery, and many goals may span multiple grade levels.

Kindergarten

The kindergarten student will be immersed in a text-rich environment to develop communication skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for reading. The exposure to fiction and nonfiction texts will enable students to develop an awareness of reading materials as sources of information and enjoyment. The kindergarten student will expand both listening and speaking vocabularies. The student will recognize and print letters of the alphabet, use basic phonetic principles, identify story elements, and communicate ideas through pictures and writing. The student will be introduced to the research process by asking questions, which will be used to solve problems. Research in kindergarten prepares students for more formalized research in subsequent grades.

Communication and Multimodal Literacies

<p>K.1 The student will build oral communication skills.</p> <ul style="list-style-type: none"> a) Listen actively and speak using agreed-upon rules for discussion. b) Express ideas in complete sentences and express needs through direct requests. c) Initiate conversations. d) Follow implicit rules for conversation, including taking turns and staying on topic. e) Listen and speak in informal conversations with peers and adults. f) Discuss various texts and topics collaboratively and with partners. g) Use voice level, phrasing, and intonation appropriate for various language situations. h) Follow one- and two-step directions. i) Ask how and why questions to seek help, get information, or clarify information. j) Work respectfully with others. 	<p>(p. 331: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Listen actively to others read or talk about their writing and give feedback ■ Listen to and speak to a partner about a given idea, and make a connection to the partner’s idea ■ Ask questions about the stories, poems, songs, and informational texts that are read aloud ■ Adjust speaking volume for different contexts ■ Remember and follow simple directions with two to three steps ■ Ask questions to clarify unknown words heard while actively listening ■ Enter a conversation appropriately ■ Refrain from speaking over others ■ Sustain a conversation with others: e.g., teachers, family, peers ■ Take turns when speaking ■ Follow a topic and add to discussion ■ Listen to and respond to the statements of others ■ Form clear questions to get information ■ Actively participate in the give and take of conversation ■ Ask many questions, demonstrating curiosity
<p>K.2 The student will demonstrate growth in oral, early literacy skills.</p> <ul style="list-style-type: none"> a) Listen and respond to a variety of texts and media. b) Participate in a variety of oral language activities including choral and echo speaking and recitation. c) Tell stories orally. 	<p>(pp. 28–31: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Ask questions to deepen understanding of a text ■ Notice and understand the characteristics of some specific fiction genres, e.g., realistic fiction, folktale, animal fantasy ■ Notice and understand texts that take the form of poems, nursery rhymes, rhymes, and songs

<p>d) Participate in creative dramatics.</p>	<ul style="list-style-type: none"> ■ Notice and understand the characteristics of some specific nonfiction genres: e.g., simple factual text, memoir (personal memory story), procedural text ● Tell the important information in a text after hearing it read ● Recall important details about setting after a story is read ● Join in on refrains or repeated words, phrases, and sentences after hearing them several times ● Use hand and body movements to show understanding of the meaning or meanings of pictures and words in a text <p>(pp. 116–117: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● After reading an enlarged text and/or a small, individual version with others, discuss what it is about ● Tell the major events of a story after reading it with others ◆ Remember and use new language (e.g., specific words, refrains, expressions) from reading enlarged texts in unison <p>(p. 331: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Perform plays and puppet shows that involve speaking as a character
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Reading

<p>K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.</p> <ul style="list-style-type: none"> a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Blend and segment one-syllable words into phonemes including onset and rime. e) Identify words according to shared beginning and/or ending sounds. f) Blend sounds to make one-syllable words. g) Segment one-syllable words into individual phonemes. 	<p>(pp. 365–366: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Hear and say rhyming words: e.g., new, blue ■ Hear and generate rhyming words: e.g., a bug in a ___ (hug, jug, mug, rug) ■ Hear, say, and clap syllables: e.g., farm, be/fore, a/ni/mal ■ Blend syllables: e.g.: let/ter, letter ■ Hear and divide onsets and rimes: e.g., m-en, bl-ack ■ Blend onsets with rimes: e.g., d-og, dog ■ Hear and say three phonemes in a word: e.g., /r/ /u/ /n/ ■ Add a phoneme to the beginning of a word: e.g., /s/ + it = sit ■ Hear and say the same beginning phoneme in words: e.g., run, red, /r/ ■ Hear and say the same ending phoneme to make a new word: e.g., win, fun, /n/ ■ Change the beginning phoneme to make a new word: e.g., not, hot (change /n/ to /h/) ■ Change the ending phoneme to make a new word: e.g., his, him, (change /s/ to /m/)
<p>K.4 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> a) Hold print materials in the correct position. 	<p>(p. 28: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Understand that the teacher must hold the book right-side up ● Understand that the teacher reads the print, not pictures ◆ Gain new information from pictures and print

<p>b) Identify the front cover, back cover, and title page of a book.</p> <p>c) Distinguish between print and pictures.</p> <p>d) Follow words from left to right and from top to bottom on a printed page.</p> <p>e) Match voice with print.</p>	<p>(p. 116: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Demonstrate beginning control of early reading behaviors: e.g., left-to-right directionality, return sweep, word-by-word matching, simple punctuation, distinguishing word and letter <p>(p. 174: Writing About Reading)</p> <ul style="list-style-type: none"> ■ Use some academic language to talk about texts: e.g., front cover, back cover, page, title, writer, author, illustrator, page, text, illustration, photograph, beginning, ending, problem <p>(pp. 364–366: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Distinguish and talk about the differences between pictures and print ■ Understand that you look at the print when reading ■ Understand and talk about the concept of a word ■ Use left-to-right directionality to read one to four lines of print ■ Understand and demonstrate that one spoken word matches one group of letters ■ Understand and talk about the concept of a book <p>(p. 412: Guided Reading)</p> <ul style="list-style-type: none"> ● Read left to right across one line of print ● Match word by word over one line of print with all sentences beginning on the left ● Use voice-print match to self-monitor and self-correct
<p>K.5 The student will demonstrate an understanding that print conveys meaning.</p> <p>a) Identify common signs and logos.</p> <p>b) Explain that printed materials provide information.</p> <p>c) Read and explain own writing and drawings.</p> <p>d) Read his/her name and commonly used high-frequency words.</p>	<p>(pp. 28–31: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Gain new information from both pictures and print ◆ Understand that a fiction text can have different meanings for different people ◆ Understand that a book can have more than one message or big idea ● Tell the important information in texts after hearing it read ■ Identify and discuss interesting information in a text ◆ Connect information in nonfiction books to curriculum areas studied at school <p>(p. 116: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Recognize at least twenty-five high frequency words in context with the support of teacher ● Read name chart (first and last name) with teacher support ● Locate known high-frequency words in print ● Locate known high-frequency words in print <p>(pp. 172–174: Writing About Reading)</p> <ul style="list-style-type: none"> ● Draw (or use other art media) independently to represent information from a text ● Use vocabulary typical of everyday oral language to talk and write about reading (Tier 1)

	<ul style="list-style-type: none"> ◆ Discuss a problem from a story, and draw and label how characters act ● Represent information from a text by drawing (or using other art media) or writing ■ Describe how ideas in a nonfiction text are alike or different by drawing or writing (pp. 364–365: Phonics, Spelling, and Word Study) ■ Recognize and point to one’s name ■ Use one’s name to learn about words and to make connections to words ■ Recognize and name letters in the environment (signs, labels, etc.)
<p>K.6 The student will develop an understanding of basic phonetic principles.</p> <ol style="list-style-type: none"> a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify initial consonant sounds in one-syllable words. e) Identify final consonant sounds in one-syllable words. 	<p>(pp. 365–367: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Understand and talk about the concept of a word ■ Use left-to-right directionality to read one to four lines of print ■ Recognize and point to uppercase and lowercase letters ■ Recognize and use beginning consonant sounds and the letters that represent them: b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, y, z ■ Recognize, point to, and say the same beginning consonant sound and the letter that represents the sound: e.g., /b/ag, /b/ee ■ Understand and talk about the concept of a syllable ■ Hear and say the beginning phoneme in words: e.g., sun /s/ ■ Hear and say the ending phoneme in words: e.g., win, fun /n/ ■ Hear and say the middle phoneme in words: e.g., cat, ran /a/
<p>K.7 The student will expand vocabulary and use of word meanings.</p> <ol style="list-style-type: none"> a) Discuss meanings of words. b) Increase vocabulary by listening to a variety of texts read aloud. c) Use vocabulary from other content areas. d) Ask about words not understood. e) Use number words. f) Use nouns to identify and name people, places, and things. g) Use adjectives to describe location, size, color, and shape. h) Use verbs to identify actions. 	<p>(pp. 28–31: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Notice and ask questions when meaning is lost or understanding is interrupted ● Notice and acquire understanding of new vocabulary from read-aloud content ● Acquire new content words from texts and graphics, including those for familiar animals, some new animals, and human activities ● Understand the meaning of simple nouns, verbs, adjectives, adverbs, prepositions, and simple connectives when listening to a nonfiction text read aloud <p>(pp. 116–117: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Notice word endings that are in one’s own oral vocabulary: e.g., running, painted ● Understand the meaning of new words after reading and talking about them ● Understand the meaning of a few new content words that are supported by the text, pictures, the teacher, and choral reading <p>(pp. 244–249: Writing)</p> <ul style="list-style-type: none"> ■ Learn new words from reading and listening and trying them out in writing ■ Use vocabulary appropriate for the topic

	<p>(pp. 365–366: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Recognize and use concept words: e.g., color names, number words, days of the week, months of the year, seasons <p>(pp. 637–645: Appendix)</p> <p>11. Recognize and use the past tense of regular verbs, which add <i>-ed</i> to the end of a base word: e.g., <i>helped, asked, played; liked, lived; stopped, fitted; cried, tried.</i></p>
<p>K.8 The student will demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> a) Identify the role of an author and an illustrator. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Ask and answer questions about what is read. e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. 	<p>(pp. 28–31: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Ask questions to deepen understanding of a text ● Notice and ask questions when meaning is lost or understanding is interrupted ◆ Relate texts to their own lives ● Recall important details about characters after a story is read ◆ Use background knowledge to understand settings, problems, and characters ● Check understanding of the plot of the story, and ask questions if meaning is lost ● Tell the important events of a story using the pictures (after hearing the text several times) ◆ Predict what will happen next in a story ◆ Predict story outcomes ■ Understand that a writer has a purpose in writing a book ● Understand that an illustrator created the pictures in the book <p>(pp. 116–117: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● After reading an enlarged text and/or a small, individual version with others, discuss what it is about ● Tell the major events of the story after reading it with others ◆ Talk about personal connections made to content, characters, or events shared in text <p>(p. 174: Writing About Reading)</p> <ul style="list-style-type: none"> ● Use names of authors and illustrators ● Record text titles and authors in a Reader’s Notebook (and use drawings) ■ Express why an author might choose to write a story or to write a topic ■ Use some academic language to talk about texts: e.g., front cover, back cover, page, title, writer, author, illustrator, text, illustration, photograph, beginning, ending, problem ■ Draw and write to make story maps showing understanding of basic narrative structure: beginning, series of episodes, and ending <p>(pp. 430–433: Guided Reading)</p>

	<ul style="list-style-type: none"> ● Talk about the important information after reading ● Remember the order of events in a simple story, and talk about them after reading ◆ Identify recurring characters or settings where applicable ◆ Make inferences about where the story takes place (as shown in pictures) to help understand it ■ Recognize settings that are familiar: e.g., home, school, neighborhood ■ Recognize that there are characters (people or animals in a story) ■ Use language and pictures to talk about a text (title, beginning, several episodes, ending)
<p>K.9 The student will demonstrate comprehension of nonfiction texts.</p> <p>a) Use pictures to identify topic and make predictions.</p> <p>b) Identify text features specific to the topic, such as titles, headings, and pictures.</p> <p>c) Ask and answer questions about what is read.</p>	<p>(pp. 30–31: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Ask questions to deepen understanding of a text ● Refer to important information and details ● Tell the important information in a text after hearing it read ◆ Gain new information from both pictures and print ● Notice and ask questions when meaning is lost or understanding is interrupted ■ Use some academic language to talk about book and print features: e.g., front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label <p>(pp. 116–117: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● After reading an enlarged text and/or a small, individual version with others, discuss what it is about ● Tell facts, a sequence of events, or directions after reading a nonfiction text with others <p>(p. 174: Writing About Reading)</p> <ul style="list-style-type: none"> ● Record text titles and authors in a Reader’s Notebook (and use drawings) ◆ Write predictions based on evidence from text ◆ Draw and/or write about information found in simple graphics: labeled drawings, photographs, maps <p>(pp. 418–419: Guided Reading)</p> <ul style="list-style-type: none"> ● Use the illustrations to search for and use information ● Use labels on photographs or illustrations to search for and use information ● Understand that the illustrations closely and explicitly support the content, and use them to support the content and to search and use information

Writing

<p>K.10 The student will print in manuscript.</p> <p>a) Print capital and lowercase letters of the alphabet independently.</p> <p>b) Print his/her first and last names.</p>	<p>(pp. 244–249: Writing)</p> <ul style="list-style-type: none"> ■ Form upper- and lowercase letters efficiently in manuscript print ■ Form upper- and lowercase letters proportionately in manuscript print ■ Demonstrate the knowledge of upper- and lowercase letters of the alphabet ■ Locate a capital letter at the beginning of a sentence during shared or interactive writing or in a place of dictated writing ■ Notice capital letters in names ■ Write one’s name with a capital letter at the beginning ■ Use a capital letter at the beginning a familiar proper noun <p>(pp. 364–366: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Write one’s first name with all letters in accurate sequence ■ Use efficient and consistent motions to form letters in manuscript print with writing tools ■ Read and write approximately twenty-five high-frequency words <p>(p. 644: Appendix)</p> <p>26. Understand the functions of capital letters, and use capitalization correctly</p>
<p>K.11 The student will write in a variety of forms to include narrative and descriptive.</p> <p>a) Differentiate pictures from writing.</p> <p>b) Use prewriting activities to generate ideas including drawing pictures.</p> <p>c) Use letters to phonetically spell words that describe pictures or experiences.</p> <p>d) Write left to right and top to bottom.</p> <p>e) Compose simple sentences.</p> <p>f) Begin each sentence with a capital letter and use ending punctuation.</p> <p>g) Share writing with others.</p>	<p>(pp. 30–31: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ◆ Gain new information from both pictures and print ● Gain new understandings from illustrations <p>(pp. 246–249: Writing)</p> <ul style="list-style-type: none"> ■ Write and/or draw about one idea on a page ■ Use lists to plan activities or support memory ■ Communicate clearly the main points intended for readers to understand ■ Make decisions about where in a text to place features such as photographs and drawings ■ Draw a picture or a series of pictures, and tell and write about them ■ Think of topics, events, or experiences from own life that are interesting to write about ■ Understand that writers gather information for their writing: e.g., objects, books, photos, sticky notes, etc. ■ Use knowledge of phonogram patterns to generate multisyllable words ■ Write some words with consonant letters appropriate for sounds in words (beginning and ending) ■ Write a letter for easy-to-hear vowel sounds ■ Construct temporary phonetic spellings that are mostly readable

	<ul style="list-style-type: none"> ■ Write letters in groups to form words ■ Write left to right in lines ■ Return to left margin to start a new line ■ Place words in lines, starting left to right, top to bottom ■ Use periods, exclamation marks, and question marks as end marks ■ Use conventional sentence structure (noun + verb) ■ Show awareness of the position of capital letters at the beginning of some words ■ Actively seek an audience for sharing writing and drawing
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Research

<p>K.12 The student will conduct research to answer questions or solve problems using available resources.</p> <ol style="list-style-type: none"> a) Generate topics of interest. b) Generate questions to gather information. c) Identify pictures, texts, or people as sources of information. d) Find information from provided sources. 	<p>(pp. 172–174: Writing About Reading)</p> <ul style="list-style-type: none"> ◆ Using drawing or writing, ask questions to show curiosity about topics encountered in nonfiction texts, and actively work to learn more about them ● Reread (through shared reading) to remember something from a text for the purpose of drawing or writing about it <p>(pp. 244–249: Writing)</p> <ul style="list-style-type: none"> ■ Actively contribute to shared or interactive writing around a topic or theme ■ Contribute to group writing (shared or interactive) with ideas or topics ■ Understand that writers gather information for their writing: e.g., objects, books, photos, sticky notes, etc. ■ Observe carefully before writing about a person, animal, object, place, or action ■ Select information or facts that will support the topic ■ Ask questions and gather information on a topic ■ Remember important information about a topic in order to write about it ■ Participate actively in experiences, and recall information that contributes to writing and drawing <p>(p. 349: Technological Communication)</p> <ul style="list-style-type: none"> ■ Use approved digital resources such as websites, e-books, and apps to engage in simple searches to discover and gather information
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Grade One

Developing literacy skills is a priority in the first grade. The student will be immersed in a text-rich environment to develop communication skills, phonological awareness, phonetic skills, vocabulary, and comprehension and use reading materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency, accuracy, and expression. The student will continue to develop an understanding of fiction and nonfiction texts. The student will increase vocabulary and comprehension strategies by cross-content reading with emphasis on materials in mathematics, science, and history and social science. The student will write in a variety of forms to communicate ideas. The student will continue to research to answer questions and solve problems by using available resources.

Communication and Multimodal Literacies

<p>1.1 The student will develop oral communication skills.</p> <ul style="list-style-type: none"> a) Listen actively and speak using agreed-upon rules for discussion. b) Initiate conversation with peers and adults. c) Adapt or change oral language to fit the situation. d) Use appropriate voice level, phrasing, and intonation. e) Participate in collaborative and partner discussions about various texts and topics. f) Follow rules for conversation using appropriate voice level in small-group settings. g) Ask and respond to questions to seek help, get information, or clarify information. h) Restate and follow simple two-step oral directions. i) Give simple two-step oral directions. j) Express ideas orally in complete sentences. k) Work respectfully with others. l) Increase listening and speaking vocabularies. 	<p>(pp. 34–39: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Ask questions to deepen understanding of a text ● Notice and ask questions when meaning is lost or understanding is interrupted ● Tell what happened in a text after hearing it read ● Check understanding of the plot of the story, and ask questions if meaning is lost ● Include the problem and its resolution in telling what happened in a text ● Tell the important information in a text after hearing it read ■ Identify and discuss interesting information in a text <p>(p. 121: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Understand the meaning of new words after reading and talking about them ● Understand the meaning of words that are in one’s oral vocabulary <p>(p. 332: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Ask questions when directions are not clearly understood ■ Listen to and speak to a partner about a given idea, and make a connection to the partner’s idea ■ Ask and answer questions about stories, poems, songs, and informational texts that are read aloud ■ Ask questions to clarify unknown words heard while actively listening
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	<ul style="list-style-type: none"> ■ Use courteous conversational conventions: e.g., <i>please, thank you, greetings</i> ■ Enter a conversation appropriately ■ Refrain from speaking over others ■ Sustain a conversation with others: e.g., teachers, family, peers ■ Take turns when speaking ■ Demonstrate respectful listening behaviors ■ Follow a topic, and add to discussion with comments on the same topic ■ Listen to and respond to the statements of others ■ Form clear questions to get information ■ Actively participate in the give and take of conversation ■ Engage actively in conversational routines: e.g., turn and talk ■ Listen and respond to a partner by agreeing or disagreeing and explaining reasons ■ Ask many questions, demonstrating curiosity
<p>1.2 The student will demonstrate growth in oral early literacy skills.</p> <ul style="list-style-type: none"> a) Listen and respond to a variety of print and media materials. b) Tell and retell stories and events in sequential order. c) Participate in a variety of oral language activities, including choral speaking and recitation. d) Participate in creative dramatics. 	<p>(p. 120–121: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Tell the major events of a story after reading it with others ● Tell facts, a sequence of events, or directions after reading a nonfiction text with others ● Search for information when processing simple sentences during choral reading: e.g., short, natural language, limited number of adjectives and adverbs, repeated clauses ● When reading in unison, use language syntax and repeating language patterns to anticipate the text: e.g., next word, next phrase or sentences ● When reading individually or in unison with others (with teacher support) adjust the voice to reflect aspects of the text: e.g., humor, surprise, suspense, sadness ● Read a part in a brief play or readers’ theater script in a way that reflects the dialogue and the attributes and emotions of characters <p>(p. 332: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Share knowledge of story structure by telling what happened, mostly in order ■ Initiate and join in on songs, rhymes, and chants ■ Act out stories with or without props <p>(p. 350: Technological Communication)</p>

	<ul style="list-style-type: none"> ■ Understand that ideas and information can be conveyed through different media, such as text, drawings, photos, video, or audio
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Reading

<p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <ol style="list-style-type: none"> a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual phonemes. e) Add or delete phonemes to make new words. f) Blend and segment multisyllabic words at the syllable level. 	<p>(pp. 367–369: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Divide a word into phonemes: e.g., <i>no</i>, /n/ /ō/ ■ Hear and say the beginning phoneme in a word: e.g., <i>sun</i>, /s/ ■ Hear and say the ending phoneme in a word: e.g., <i>bed</i>, /d/ ■ Hear and say the middle phoneme in a word with three phonemes: e.g., <i>fit</i>, /i/ ■ Blend three or four phonemes in a word: e.g., /n/ /e/ /s/ /t/, <i>nest</i> ■ Recognize and say consonant clusters that blend two or three consonant sounds (onsets): <i>bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, qu; scr, spl, spr, squ, str</i> ■ Hear and identify short vowel sounds in words and the letters that represent them ■ Hear and identify long vowel sounds in words and the letters that represent them ■ Contrast short and long vowel sounds in words: e.g., <i>at/ate, pet/Pete, bit/bite, hop/hope, cut/cute</i> ■ Hear, say, and clap syllables ■ Blend syllables: e.g., <i>let/ter</i> ■ Divide words into syllables: e.g., <i>never, nev/er</i> ■ Delete a syllable from a word: e.g., <i>a/round, round, be/hind, be</i> ■ Take apart compound word to read two smaller words: e.g., <i>birthday, birth, day</i>
<p>1.4 The student will apply knowledge of how print is organized and read.</p> <ol style="list-style-type: none"> a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. 	<p>(p. 255: Writing)</p> <ul style="list-style-type: none"> ■ Notice the use of punctuation marks in books, and try them out on one’s own writing ■ Use periods, exclamation marks, and question marks as end marks <p>(pp. 367–369: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Understand and talk about the concept of a letter ■ Understand and talk about the concept of a word ■ Understand and talk about the concept of a sentence

	<ul style="list-style-type: none"> ■ Recognize and point to lower- and uppercase letters ■ Understand and talk about the fact that words are formed with letters ■ Demonstrate word-by-word matching left to right with return sweep on four or more lines of print
<p>1.5 The student will apply phonetic principles to read and spell.</p> <ul style="list-style-type: none"> a) Use initial and final consonants to decode and spell one-syllable words. b) Use two-letter consonant blends to decode and spell one-syllable words. c) Use consonant digraphs to decode and spell one-syllable words. d) Use short vowel sounds to decode and spell one-syllable words. e) Blend initial, medial, and final sounds to recognize and read words. f) Use word patterns to decode unfamiliar words. g) Read and spell simple two-syllable compound words. h) Read and spell commonly used sight words. 	<p>(pp. 250–257: Writing)</p> <ul style="list-style-type: none"> ■ Spell approximately one hundred high-frequency words conventionally and reflect spelling in final drafts ■ Attempt unknown words using known word parts and letter-sound knowledge ■ Construct phonetic spellings that are readable <p>(pp. 367–369: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Recognize and use beginning consonant sounds and the letters that represent them: b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, y, z ■ Recognize and use ending consonant sounds and the letters that represent them: b, d, f, g, k, l, m, n, p, r, s, t, v, z ■ Recognize and say consonant clusters that blend two or three consonant sounds (onsets): bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, qu, scr, spl, spr, squ, str ■ Hear and identify short vowel sounds in words and the letters that represent them ■ Say a word slowly to hear the sounds in sequence ■ Recognize the sequence of letters and the sequence of sounds to read a word or that have the same letter pattern and use them to solve word part ■ Identify words an unknown word: e.g., hat/sat, light/night ■ Use phonogram patterns and letter patterns to help spell a word ■ Recognize and use high-frequency words with three or more letters ■ Read and write approximately one hundred high-frequency words
<p>1.6 The student will use semantic clues and syntax for support when reading.</p> <ul style="list-style-type: none"> a) Use words, phrases, and sentences. b) Use titles and pictures. c) Use information in the story to read words. d) Use knowledge of sentence structure. 	<p>(pp. 35–39: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Refer to important information and details, and use as evidence in discussion to support opinions and statements during discussion ● Check understanding of the plot of the story, and ask questions if meaning is lost ● Acquire new content words from texts and graphics

<p>e) Reread and self-correct.</p>	<p>(pp. 120–123: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● With teacher support, use features of print in enlarged texts to search for and use visual information: e.g., letters, words, “first” and “last” word, period ● Locate words with particular features: e.g., beginning letters, endings, phonogram ● Locate known high-frequency words in print ● When reading texts individually and with others, notice and connect features and parts of words: e.g., phonograms, first letter, word endings ● Use features of print to track words when reading texts individually and with others ● Use memory of repeating language patterns to monitor accuracy and self-correct ● Search for and use information in the body of the text as well as in labels for pictures, titles, headings, sidebars, and special features such as speech bubbles ● Search for information in illustrations in book and print features in a nonfiction text: e.g., drawing, photograph, map, diagram, table of contents, sidebar ● Use contextual information to figure out the meaning of new words <p>(p. 418: Guided Reading)</p> <ul style="list-style-type: none"> ● Reread to search for and use information from language structure or meaning ● Use simple sentence structures (subject and predicate with no embedded phrases or clauses) to search for and use information ● Cross-check one kind of information against another to monitor and self-correct reading (i.e., cross-checking meaning with visual information)
<p>1.7 The student will expand vocabulary and use of word meanings.</p> <ul style="list-style-type: none"> a) Discuss meanings of words in context. b) Develop vocabulary by listening to and reading a variety of texts. c) Ask for the meaning of unknown words, and make connections to familiar words. 	<p>(pp. 120–123: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Notice and talk about the important information in a text ● After reading an enlarged text and/or a small, individual version with others, discuss what it is about ● Tell facts, a sequence of events, or directions after reading a nonfiction text with others

<p>d) Use text clues such as words or pictures to discern meanings of unknown words.</p> <p>e) Use vocabulary from other content areas.</p> <p>f) Use singular and plural nouns.</p> <p>g) Use adjectives to describe nouns.</p> <p>h) Use verbs to identify actions.</p>	<ul style="list-style-type: none"> ● Follow and understand content to derive facts from a nonfiction text ◆ Understand and learn new content by reading fiction and nonfiction texts (including those produced through interactive writing) ◆ Make connections between text, illustrations, and book and print features: e.g., body text; drawing, photograph, map, diagram; label, caption, legend; table of contents, heading, sidebar
<p>1.8 The student will use simple reference materials.</p> <p>a) Use knowledge of alphabetical order by first letter.</p> <p>b) Use a picture dictionary to find meanings of unfamiliar words.</p>	<p>(p. 257: Writing)</p> <ul style="list-style-type: none"> ■ Use beginning reference tools: e.g., word walls or personal word collections or dictionaries <p>(p. 367: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Recognize and talk about the order of the alphabet
<p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>a) Preview the selection.</p> <p>b) Set a purpose for reading.</p> <p>c) Relate previous experiences to what is read.</p> <p>d) Make and confirm predictions.</p> <p>e) Ask and answer who, what, when, where, why, and how questions about what is read.</p> <p>f) Identify characters, setting, and important events.</p> <p>g) Retell stories and events, using beginning, middle, and end in a sequential order.</p> <p>h) Identify theme.</p> <p>i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p>	<p>(pp. 34–36: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Refer to important information and details, and use as evidence in discussion to support opinions and statements ◆ Infer the “lesson” in traditional literature ◆ Infer the messages in a work of fiction ■ Notice and understand texts that take the form of poems, nursery rhymes, rhymes, and songs ● Recall important details about setting after a story is read ◆ Understand the setting for a story, and infer why it is important ● Recognize characters, and report important details about them after reading ● Tell the important events of a story using the pictures (after hearing the story several times) ◆ Use evidence from the text to support predictions (I think . . . because . . .) ◆ Notice and identify obvious themes: e.g., imagination, courage, fears, friendship, family, relationships, self, home, nature, growing up, behavior, community, first responsibilities, diversity, feelings <p>(pp. 120–123: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Tell the major events of a story after reading it with others ● Tell what happens in a readers’ theater script or a play ◆ Infer a “lesson” from reading a very simple version of a traditional tale in unison or in parts with others

	<ul style="list-style-type: none"> ◆ Infer the writer’s purpose and message ● Follow and understand a simple plot in an enlarged fiction text ◆ Infer the feelings of characters in stories and poems <p>(pp. 176–177: Writing About Reading)</p> <ul style="list-style-type: none"> ● Tell important information about a text through interactive and shared writing ● Represent a sequence of events from a text through drawing or writing ● Write summaries that include important details about setting ◆ Identify the setting for a story and why it is important ◆ Draw and write about the author’s message ◆ Write the lesson inferred from traditional literature ■ Notice and write a fiction writer’s “lesson”
<p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar texts with fluency, accuracy, and meaningful expression. 	<p>(pp. 37–39: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Ask questions to deepen understanding of text ■ Notice and understand when a book is nonfiction (true information) ■ Understand that some nonfiction books are like a story (narrative structure) ■ Notice that some nonfiction books tell information and are not like a story (nonnarrative structure) ● Use background knowledge of content to understand nonfiction topics ● Relate texts to their own lives ■ Notice and use organizational tools: e.g., table of contents, heading, sidebar ● Notice and search for information in a variety of graphics: e.g., drawing with label or caption, photograph with label or caption, diagram, map with legend ◆ Use evidence from the text to support predictions ■ Use some academic language to talk about book and print features: e.g., front cover, back cover, author, illustrator, page, text, illustration, photograph, label, heading, drawing, caption <p>(pp. 118–119: Shared and Performance Reading)</p>

	<ul style="list-style-type: none">■ Read shared texts with some illustrations in a variety of forms: e.g., drawing with label or caption, photograph with label or caption, map with legend, diagram (pp. 442–444: Guided Reading)◆ Talk about what is known about the topic before reading the text◆ Talk about the text, showing understanding of events or topic◆ Make predictions based on knowledge, personal experience, and experience with texts◆ Infer meaning of story or content from pictures that add meaning to the text● Demonstrate stress on words that shows attention to meaning● Sometimes reread the sentence or phrase to problem-solve, self-correct, or confirm
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Writing

<p>1.11 The student will print legibly in manuscript.</p> <ol style="list-style-type: none"> Form letters accurately. Space words within sentences. 	<p>(p. 255: Writing)</p> <ul style="list-style-type: none"> ■ Write letters in groups to form words ■ Leave appropriate space between words ■ Write letters and words that can be easily read ■ Form upper- and lowercase letters efficiently in manuscript print ■ Form upper- and lowercase letters proportionately in manuscript print
<p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p> <ol style="list-style-type: none"> Identify audience and purpose. Use prewriting activities to generate ideas. Focus on one topic. Organize writing to suit purpose. Revise by adding descriptive words when writing about people, place, things, and events. Write to express an opinion and give a reason. Use letters to phonetically spell words. Share writing with others. 	<p>(pp. 175–177: Writing About Reading)</p> <ul style="list-style-type: none"> ■ Use short sentences stating a prediction, an opinion, or an interesting aspect of a text ■ Use simple statements summarizing a text ■ Use simple statements telling the sequence of events ● Use names of authors and illustrators in interactive and shared writing ■ Express opinions (interesting, funny, exciting) about texts ■ Formulate opinions about authors and illustrators and use writing to state why <p>(p. 251–257: Writing)</p> <ul style="list-style-type: none"> ■ Think about the people who will read the writing or might like to read it and what they will want to know ■ Say words slowly to hear a sound, and write a letter that represents it ■ Use phonogram patterns to generate words ■ Attempt unknown words using known word parts and letter-sound knowledge ■ Construct phonetic spellings that are readable ■ Add descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events ■ Reorganize and revise the writing to better express the writer’s meaning or make the text more logical ■ Share a text with peers by reading it aloud to the class <p>(p. 332: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Speak to one topic at a time, and stay on topic ■ Use descriptive words

<p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a) Use complete sentences. b) Begin each sentence with a capital letter, and use ending punctuation. c) Use correct spelling for commonly used sight words and phonetically regular words. 	<p>(pp. 255–256: Writing)</p> <ul style="list-style-type: none"> ■ Reread writing to be sure the meaning is clear ■ Delete words or sentences that do not make sense or do not fit the topic ■ Use conventional sentence structure (noun + verb) ■ Use a capital letter for the first word of a sentence ■ Use periods, exclamation marks, and question marks as end marks ■ Spell approximately one hundred high-frequency words conventionally and reflect spelling in final drafts ■ Use phonogram patterns to generate words ■ Construct phonetic spellings that are readable
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Research

<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <ul style="list-style-type: none"> a) Generate topics of interest. b) Generate questions to gather information. c) Identify pictures, texts, or people as sources of information. 	<p>(p. 350: Technological Communication)</p> <ul style="list-style-type: none"> ■ Use software, apps, and online tools, to express ideas, tell a story, craft a persuasive argument, or write a poem using text and other digital media such as drawings, images, audio, and video ■ Share ideas with an authentic audience through blogs, videoconferencing, and other online tools with support ■ Share work with peers, and make changes based on their suggestions ■ Use artifacts to create simple documents, multimedia products, or e-books ■ Gather and talk about information from approved websites, e-books, apps, and software using a variety of methods including downloading a file or copying/pasting text and images and citing sources
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Grade Two

Developing literacy skills continues to be a priority in the second grade. The student will be immersed in an environment filled with fiction and nonfiction texts, which relate to all content areas and personal interests. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read familiar selections with fluency, accuracy, and expression. The student will demonstrate comprehension skills by identifying main ideas, making and confirming predictions, questioning, summarizing, and drawing conclusions. Students will begin to make the transition to cursive handwriting. The student will understand writing as a process and will write in a variety of forms. The student will research using available resources to complete a research product.

Communication and Multimodal Literacies

2.1 The student will use oral communication skills.

- a) Listen actively, and speak using appropriate discussion rules.
- b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.
- c) Speak audibly with appropriate voice level, phrasing, and intonation.
- d) Share information orally with appropriate facts and relevant details.
- e) Use increasingly complex sentence structures in oral communication.
- f) Begin to self-correct errors in language use.
- g) Participate as a contributor and leader in collaborative and partner discussions.
- h) Ask and answer questions to seek help, get information, or clarify information.
- i) Retell information shared by others.
- j) Restate and follow multistep directions.
- k) Give multistep directions.
- l) Work respectfully with others, and show value for individual contributions.
- m) Create a simple presentation using multimodal tools.

(pp. 42–47: **Interactive Read-Aloud and Literature Discussion**)

- Ask questions to deepen understanding of a text
- Notice and ask questions when meaning is lost or understanding is interrupted
- ◆ Relate important ideas in the text to each other and to other texts
- Recall important details about setting after a story is read
- ◆ Use details from illustrations and text to support points made in discussion
- Notice and remember the important events or steps of a text in temporal or chronological sequence

(pp. 333–334: **Oral and Visual Communication**)

- Listen with active attention to texts that are read aloud
- Listen to, remember, and follow directions with multiple steps
- Listen to and speak to a partner about a given idea, and make a connection to the partner’s idea
- Listen with attention during instruction, and respond with statements and questions
- Ask clarifying questions when listening to texts read aloud or to presentations by teachers and other students
- Ask questions to clarify unknown words heard while actively listening
- Recall and state ideas from oral reading and presentations
- Enter a conversation appropriately
- Refrain from speaking over others
- Sustain a conversation with a variety of audiences

	<ul style="list-style-type: none"> ■ Take turns when speaking ■ Speak at an appropriate volume ■ Demonstrate respectful listening behaviors ■ Follow a topic, and add to discussion with comments on the same topic ■ Listen, respond, and build on the statements of others ■ Ask questions for clarification or to gain information ■ Actively participate in the give and take of conversation ■ Ask follow-up questions during partner, small-group, and whole-class discussion ■ Relate or compare one’s own knowledge and experience with information from others ■ Listen and respond to a partner by agreeing, disagreeing, or adding on and explaining reasons ■ Use props, illustrations, images, or other digital media to enhance a presentation
<p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <ul style="list-style-type: none"> a) Create oral stories to share with others. b) Create and participate in oral dramatic activities. c) Participate in a variety of oral language activities, including choral speaking and recitation. 	<p>(pp. 333–334: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Tell stories from personal experiences ■ Retell familiar stories or stories from texts ■ Recite short poems and songs ■ Make brief oral reports that demonstrate understanding of a topic ■ Engage in role-play of characters and events encountered in stories ■ Use props, illustrations, images, or other digital media to enhance a presentation ■ Perform plays and puppet shows that involve speaking as a character

Reading

<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <ol style="list-style-type: none"> Count phonemes within one-syllable words. Blend sounds to make one-syllable words. Segment one-syllable words into phonemes. Add or delete phonemes to make words. Blend and segment multisyllabic words at the syllable level. 	<p>(pp. 370–373: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Recognize and use phonogram patterns with a short vowel sound in single-syllable words: e.g., -ab, -ack, -ad, -ag, -am, -amp, -an, -ank, -ap, -at, -ell, -end, -ent, -est, -et, -et, -ick, -ill, -in, -ing, -ink, -ip, -it, -ob, -ock, -og, -op, -ot, -ub, -ug, -ump, -unk, -ut ■ Recognize and use phonogram patterns with a long vowel sound in single-syllable words: e.g., -ace, -ade, -ail, -ain, -ake, -ame, -ane, -ate, -ave, -ay, -axe, -ead, -eak, -eal, -eam, -ear, -eat, -ee, -eed, -eek, -eel, -eep, -eet, -ice, -ide, -ies, -ight, -ime, -ind, -ine, -ite, --ive, -ive, -y, -oat, -oke, -old, -one, -ope, -ow, -ue ■ Understand and talk about the concept of a syllable ■ Hear, say, clap, and identify syllables in one- or two-syllable words: e.g., big, frog, gold, lit/tle, mon/key, sil/ver ■ Understand and talk about the fact that each syllable contains one vowel sound ■ Recognize and use syllables with double consonants: e.g., ap/ple, bot/tle ■ Hear, say, clap, and identify syllables in words with three or more syllables: e.g., an/oth/er, bi/cy/cle, el/e/va/tor
<p>2.4 The student will use phonetic strategies when reading and spelling.</p> <ol style="list-style-type: none"> Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. Decode regular multisyllabic words. Apply decoding strategies to confirm or correct while reading 	<p>(pp. 370–373: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Hear and identify long vowel sounds in words and the letters that represent them ■ Contrast short and long vowel sounds in words: e.g., at/ate, pet/Pete, bit/bite, hop/hope, cut/cute ■ Recognize and use letter combinations that represent long vowel sounds: e.g., chain, play, neat, meet, pie, light, roast, toe, row, blue, fruit, new ■ Recognize and use longer high-frequency words, some with more than one syllable: e.g., after, around, before, their, there, these, very, which ■ Read and write approximately 200 high-frequency words ■ Understand and talk about the concept of a suffix ■ Use known word parts (some are words) to solve unknown larger words: e.g., in/into, can/canvas

	<ul style="list-style-type: none"> ■ Break a word into syllables to decode manageable units: e.g., re/mem/ber, be/fore
<p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use information and context clues in the story to read words. b) Use knowledge of sentence structure to determine the meaning of unknown words. 	<p>(pp. 42–44: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Refer to important information and details, and use as evidence in discussion to support opinions and statements during discussion ● Check understanding of the plot of the story, and ask questions if meaning is lost ● Acquire new content words from texts and graphics <p>(pp. 124–127: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ■ Use sentence structure to monitor and correct reading ● Notice when sentence structure does not match knowledge of syntax, and reread to correct (self-monitor) ● Search for information across sentences using sentence structure (syntax) ● Use contextual information to figure out the meaning of new words <p>(pp. 475–476: Guided Reading)</p> <ul style="list-style-type: none"> ● Derive the meaning of a new word from words around it in the sentence or paragraph ● Understand the meaning of a variety of verbs that show the action in a story, adjectives that describe characters or setting, and adverbs that describe the action
<p>2.6 The student will expand vocabulary and use of word meanings.</p> <ul style="list-style-type: none"> a) Use knowledge of homophones. b) Use knowledge of prefixes and suffixes. c) Use knowledge of antonyms and synonyms. d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. e) Use word-reference materials including dictionaries, glossaries, and indices. f) Use vocabulary from other content areas. 	<p>(p. 125: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ■ Recognize words with prefixes and suffixes ■ Use a few content words (labels) related to concepts that children can understand <p>(pp. 370–373: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Recognize and talk about the fact that words can be related in many ways: e.g., sound (e.g., hear/here), spelling (e.g., bite/kite), category (e.g., hat/coat, mother/father) ■ Recognize and use synonyms (words that have almost the same meaning): e.g., high/tall ■ Recognize and use antonyms (words that have opposite meanings): e.g., cold/hot ■ Recognize and use homophones (words that have the same sound, different spellings, and different meanings): e.g., blew/blue ■ Understand and talk about the concept of a suffix

	<ul style="list-style-type: none"> ■ Use alphabetical order to locate information about words in a variety of reference tools ■ Use a glossary to solve and find out information about words ■ Use a dictionary to solve and find information about words ■ Read words that show comparison with the suffixes -er, -est
<p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> a) Make and confirm predictions. b) Connect previous experiences to new texts. c) Ask and answer questions using the text for support. d) Describe characters, setting, and plot events in fiction and poetry. e) Identify the conflict and resolution. f) Identify the theme. g) Summarize stories and events with beginning, middle, and end in the correct sequence. h) Draw conclusions based on the text. i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression. 	<p>(pp. 40–44: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Tell what happened in a text after hearing it read ● Notice and ask questions when meaning is lost or meaning is interrupted ◆ Give reasons (either text-based or from personal experiences) to support thinking ◆ Use background knowledge to understand settings, problems, and characters ◆ Make connections (similarities and differences) among texts that have the same author/illustrator, setting, characters, or theme ◆ Use evidence from the text to support predictions (I think . . . because . . .) ◆ Infer the “lesson” in traditional literature ◆ Notice and understand themes that are close to their experience: e.g., imagination, courage, fear, sharing, friendship, family relationships, self, nature, behavior, community, responsibilities, diversity, belonging, peer relationships, loss ◆ Predict what will happen in a story <p>(p. 127: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Use line breaks to guide phrasing when reading poetry in unison or individually ● Read orally with integration of all dimensions of fluency: e.g., pausing, phrasing, word stress, intonation, rate ● Adjust volume and tone of voice to read a script with fluency and expression

<p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps. b) Make and confirm predictions. c) Use prior and background knowledge as context for new learning. d) Set purpose for reading. e) Ask and answer questions using the text as support. f) Identify the main idea. g) Draw conclusions based on the text. h) Read and reread familiar texts with fluency, accuracy, and meaningful expression. 	<p>(pp. 45–47: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Ask questions to deepen understanding of text ● Notice and ask questions when meaning is lost or understanding is interrupted ● Refer to important information and details, and use as evidence in discussion to support opinions and statements ■ Use some academic language to talk about book and print features: e.g., front/back cover, title, author, illustrator, page, text, illustration, photograph, label, table of contents, acknowledgements, chapter, section, heading, drawing, caption, map, chapter title, dedication, author’s note, illustrator’s note, section, diagram, glossary, endpapers ■ Notice and use and understand the purpose of some organizational tools: e.g., title, table of contents, chapter title, heading ■ Notice the main topic of a nonfiction text and subtopics <p>(pp. 127–128: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ◆ Identify what is known and what is new in a nonfiction text ◆ Make predictions based on the understanding of text structure in fiction and nonfiction texts ● Read a growing number of words quickly and automatically ● Adjust the voice to reflect dialogue in the body of the text ● Read orally with integration of all dimensions of fluency: e.g., pausing, phrasing, word stress, intonation, rate
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<p>2.9 The student will maintain legible printing and begin to make the transition to cursive.</p> <ul style="list-style-type: none"> a) Begin to write capital and lowercase letters of the alphabet. b) Begin to sign his/her first and last names. 	<p>(p. 262–264: Writing)</p> <ul style="list-style-type: none"> ■ Form upper- and lowercase letters efficiently and proportionately in manuscript print ■ Check and correct letter formation
<p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> a) Understand writing as a process. b) Identify audience and purpose. c) Use prewriting strategies to generate ideas before writing. 	<p>(pp. 179–184: Writing About Reading)</p> <ul style="list-style-type: none"> ● Write summaries that include the story’s main problem and how it is resolved

<p>d) Use strategies for organization according to the type of writing.</p> <p>e) Organize writing to include a beginning, middle, and end.</p> <p>f) Write facts about a subject to support a main idea.</p> <p>g) Write to express an opinion and provide a reason for support.</p> <p>h) Expand writing to include descriptive detail.</p> <p>i) Revise writing for clarity.</p>	<ul style="list-style-type: none"> ■ Recognize and write or represent in diagrams or flowcharts aspects of narrative structure: beginning, series of episodes, events in sequential order, most exciting point in a story, and ending ● Refer to notes about a text as evidence to support opinions and statements in discussion and writing ■ Express opinions (interesting, funny, exciting) about a text in writing and support these opinions with evidence ■ Use graphic organizers such as webs to show how a writer puts together information related to the same topic (p.262–226: Writing) ■ Understand the role of the writer, teacher, or peer writer in conference ■ Understand that other writers can be helpful in the process ■ Change writing in response to peer or teacher feedback ■ Write for a specific purpose: e.g., to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan ■ Tell whether a piece of writing is functional, narrative, informational, or poetic ■ Write with specific readers or audience in mind ■ Use sketching, webs, lists, and freewriting to think about, plan for, and try out writing ■ Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting ■ Reread and revise a draft or rewrite a section to clarify meaning ■ Add descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events, actions, processes, and topics ■ Delete words or sentences that do not make sense or do not fit the topic or message ■ Rearrange and revise writing to better express meaning or make the text more logical: e.g., reorder drawings, reorder pages, cut and paste
<p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>a) Recognize and use complete sentences.</p> <p>b) Use and punctuate declarative, interrogative, and exclamatory sentences.</p>	<p>(pp. 258–265: Writing)</p> <ul style="list-style-type: none"> ■ Use nouns and pronouns correctly so that they agree (in gender, number, case): e.g., Mike, he ■ Use adjectives, adverbs, and prepositions correctly ■ Write in past tense: e.g., He walked fast yesterday

<ul style="list-style-type: none"> c) Capitalize all proper nouns and the word I. d) Use singular and plural nouns and pronouns. e) Use apostrophes in contractions and possessives. f) Use contractions and singular possessives. g) Use knowledge of simple abbreviations. h) Use correct spelling for commonly used sight words, including compound words and regular plurals. i) Use commas in salutation and closing of a letter. j) Use past and present verbs. k) Use adjectives correctly. 	<ul style="list-style-type: none"> ■ Use a range of types of sentences: e.g., declarative, interrogative, imperative, exclamatory ■ Use capital letters for the names of people, places, days, months, cities, states ■ Read one’s writing aloud, and think where punctuation would go ■ Use apostrophes in contractions and many possessives ■ Use commas to separate items in a series ■ Correctly spell approximately 200 familiar high-frequency words, words with regular letter-sound relationships (including consonant blends and digraphs and some vowel patterns) and commonly used endings, and reflect spelling in final drafts ■ Use simple resources to help in spelling words or check on spelling (word walls, personal word lists)
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Research

<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <ul style="list-style-type: none"> a) Generate topics of interest. b) Generate questions to gather information. c) Identify pictures, texts, people, or media as sources of information. d) Find information from provided sources. e) Organize information in writing or a visual display. f) Describe difference between plagiarism and using own words. 	<p>(pp. 180–184: Writing About Reading)</p> <ul style="list-style-type: none"> ● Remember information or details from a text to independently produce lists, simple sequences of action, and directions ◆ Reflect in writing both prior knowledge and new knowledge from a text ● Refer to notes about a text as evidence to support opinions and statements in discussion and writing ● Reread to remember something from a text for use in drawing or writing independently <p>(pp. 258–265: Writing)</p> <ul style="list-style-type: none"> ■ Gather and internalize information, and then write in one’s own words ■ Explore relevant questions in talking about a topic ■ Observe carefully events, people, settings, and other aspects of the world to gather information on a topic ■ Observe carefully to describe and compare animals, plants, objects, and people, and talk about observations
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	<ul style="list-style-type: none">■ Observe carefully to detect and describe change (growth, change over time in plants or animals, chemical changes in food), and talk about observations■ Actively contribute to shared or interactive writing to report the results of investigation■ Participate actively in experiences, and recall information that contributes to writing and drawing (using notebooks and artifacts)■ Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it <p>(p. 350–351: Technological Communication)</p> <ul style="list-style-type: none">■ Use approved digital resources such as websites, e-books, and apps to engage in simple searches to discover and gather information■ Gather and talk about information from approved websites, e-books, apps, and software using a variety of methods including downloading a file or copying/pasting text and images
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Grade Three

Developing literacy skills continues to be a priority in the third grade. Students will expand their vocabularies while reading by using word analysis skills. Emphasis is on reading texts with fluency, accuracy, and meaningful expression. The student will read a variety of fiction and nonfiction texts, which relate to all content areas and personal interests. The student will use effective communication skills to participate in collaborative activities and will give oral presentations. Students will continue to use comprehension strategies to compare and contrast story elements and differentiate between fiction and nonfiction. The student will use the writing process to plan, draft, revise, and edit writing in a variety of forms. The student also will write legibly in cursive. Students will continue to identify and use appropriate resources to complete a research product. Students will understand plagiarism and will report information using their own words.

Communication and Multimodal Literacies

- 3.1 The student will use effective communication skills in a variety of settings.
- Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.
 - Present accurate directions to individuals and small groups.
 - Ask and respond to questions from teachers and other group members.
 - Orally summarize information expressing ideas clearly.
 - Use language appropriate for context and audience.
 - Increase listening and speaking vocabularies.
 - Participate in collaborative discussions.
 - Work respectfully with others in pairs, diverse groups, and whole-class settings.

(pp. 48–52: **Interactive Read-Aloud**)

- Ask questions to deepen understanding of a text
- Notice and ask questions when meaning is lost or understanding is interrupted
- ◆ Relate important ideas in the text to each other and to other texts
- Recall important details about setting after a story is read
- ◆ Use details from illustrations and text to support points made in discussion
- Notice and remember the important events or steps of a text in temporal or chronological sequence

(pp. 335–336: **Oral and Visual Communication**)

- Listen with active attention to texts that are read aloud
- Look at the audience (or other person) while talking
- Listen actively to others read, or talk about their writing, and give feedback
- Listen to and speak to a partner about a given idea, and make a connection to the partner’s idea
- Listen with attention during instruction, and respond with statements and questions
- Ask clarifying questions when listening to texts read aloud or to presentations by teachers and other students
- Ask questions to clarify unknown words heard while actively listening
- Recall and state ideas from oral reading and presentations
- Enter a conversation appropriately

	<ul style="list-style-type: none"> ■ Refrain from speaking over others ■ Sustain a conversation with a variety of audiences ■ Ask follow-up questions during partner, small-group, and whole-class discussion ■ Understand and use words related to familiar experiences and topics as well as content and technical terms from academic disciplines ■ Read aloud own writing and discuss with others
<p>3.2 The student will give oral presentations.</p> <ul style="list-style-type: none"> a) Speak clearly using appropriate volume. b) Speak at an understandable rate. c) Make eye contact with the audience. d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details. e) Use contextually appropriate language and specific vocabulary to communicate ideas. f) Use multimodal tools to create presentations and enhance communication. 	<p>(pp. 335–336: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Speak at appropriate volume to be heard when addressing large and small groups ■ Speak at an appropriate rate to be understood ■ Look at the audience (or other person) while talking ■ Present ideas and information in a logical sequence ■ Demonstrate understanding of a topic by providing relevant facts and details ■ Use language appropriate to oral presentations ■ Use language from stories and informational texts when retelling or making a report ■ Use graphics (e.g., charts, illustrations, or other digital media) as appropriate to communicate meaning or to enhance a presentation <p>(p. 352: Technological Communication)</p> <ul style="list-style-type: none"> ■ Use software, apps, and online tools to express ideas, write and opinion piece, or a poem using text and other digital media such as drawings, images, audio, and video

Reading

<p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> a) Use knowledge of regular and irregular vowel patterns. b) Decode regular multisyllabic words. 	<p>(pp. 375–377: Phonics, Spelling, and Word Study)</p> <ul style="list-style-type: none"> ■ Use knowledge of letter-sound relationships to monitor word-solving patterns ■ Recognize and use letter combinations that may represent two different vowel sounds: e.g., meat, break; they, key; tie, piece; spoon, book; snow, cow ■ Understand and talk about the fact that some words have a double consonant: e.g., pebble, hidden, earmuff, jiggle, yellow
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	<ul style="list-style-type: none"> ■ Recognize and use y as a vowel sound ■ Recognize and use letter combinations that represent unique vowel sounds: oi as in oil; oy as in boy; ou as in house; ow as in cow ■ Recognize and use vowel sounds in open syllables (CVC: ba/by, e/ven, pi/lot) and closed syllables (CVC: hab/it, lem/on, fig/ure) ■ Recognize and use short vowel phonograms that appear in multisyllabic words: e.g., -ab, -ack, -act, -ad, -ag, -am, -an, -ank, -ap, -at, -ell, -end, -ent, -est, -et, -ick, -ill, -in, -ing, -ip, -it, -ob, -ock, -og, -op, -ot, -ub, -ug, -unk, -ut ■ Recognize and use long vowel phonograms that appear in multisyllable words: e.g., -ace, -ade, -ail, -ake, -ame, -ane, -ate, -ay, -aze, -ead, -eal, -eam, -ear, -eat, -ee, -eed, -eel, -eep, -eet, -ice, -ide, -ies, -ight, -ime, -ind, -ine, -ite, -ive, -y, -oat, -oke, -old, -one, -ope, -ow, -ue
<p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use knowledge of homophones. b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words. c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words. d) Use context to clarify meaning of unfamiliar words. e) Discuss meanings of words, and develop vocabulary by listening to and reading a variety of texts. f) Use vocabulary from other content areas. g) Use word-reference resources including the glossary, dictionary, and thesaurus. 	<p>(p. 49: Interactive Read-Aloud and Literature)</p> <ul style="list-style-type: none"> ■ New content words related to concepts that children are learning (pp. 375–377: Phonics, Spelling, and Word Study) ■ Recognize and talk about the fact that words can be related in many ways: e.g., sound, spelling, category ■ Recognize and use synonyms (words that have almost the same meaning): e.g., high/tall ■ Recognize and use antonyms (words that have opposite meanings): e.g., cold/hot, appear/vanish ■ Recognize and use homophones (words that have the same sound, different spellings, and different meanings): e.g., blew/blue ■ Understand and discuss the concept of prefixes, and recognize their use in determining the meaning of some English words ■ Understand and talk about the concept of a suffix ■ Use a glossary to solve and find out information about words ■ Use a dictionary to solve and find information about words <p>(p. 506: Guided Reading)</p> <ul style="list-style-type: none"> ■ Recognize any content-specific words but only some explained in the text requiring the use of context for understanding ■ Use new vocabulary that requires strategic action to understand: e.g., derive meaning from context, use reference tools, notice morphology

<p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ol style="list-style-type: none"> Set a purpose for reading. Make connections between reading selections. Make, confirm, and revise predictions. Compare and contrast settings, characters, and plot events. Summarize plot events. Identify the narrator of a story. Ask and answer questions about what is read. Draw conclusions using the text for support. Identify the conflict and resolution. Identify the theme. Use reading strategies to monitor comprehension throughout the reading process. Differentiate between fiction and nonfiction. Read with fluency, accuracy, and meaningful expression. 	<p>(pp. 50–52: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ◆ Make connections (e.g., content, theme) across fiction texts that are read aloud ◆ Make connections (similarities, differences) among texts that have the same author/illustrator, setting, characters, theme ◆ Predict what will happen next in a story and outcomes of the plot ◆ Use evidence from the text to support a wide range of predictions (I think . . . because . . .) ● Tell a summary of a text after hearing it read ◆ Use evidence from the text to support statements about the text ◆ Give reasons (either text-based or from personal experiences) to support thinking ● Include the problem and its resolution in a summary of the text ◆ Infer the “lesson” in traditional literature ◆ Notice and understand themes that are close to their experience: e.g., imagination, courage, fear, sharing, friendship, family relationships, self, nature, behavior, community, responsibilities, diversity, belonging, peer relationships, loss ■ Understand when a story could happen in real life and when it could not happen in real life ● Notice and ask questions when meaning is lost or understanding is interrupted <p>(p. 133: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Read a large number of words quickly and automatically ● Adjust the voice to reflect dialogue in the body of the text ● Use line breaks to guide phrasing when reading poetry in unison or individually ● Read orally with integration of all dimensions of fluency: e.g., pausing, phrasing, word stress, intonation, rate
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Writing

<p>3.6 The student will write legibly in cursive.</p> <ol style="list-style-type: none"> Write capital and lowercase letters of the alphabet. 	<p>(p. 270: Writing)</p>
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<p>b) Sign his/her first and last names.</p>	<ul style="list-style-type: none"> ■ Write fluently in both manuscript and cursive handwriting with appropriate spacing ■ Use capitals to start the first, last, and most other words in a title ■ Use a capital letter for names of people and places ■ Use capital letters correctly in uninterrupted dialogue ■ Use capital letters appropriately to capitalize days, months, city, state names, and specific places
<p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> a) Engage in writing as a process. b) Identify audience and purpose. c) Use a variety of prewriting strategies. d) Use organizational strategies to structure writing according to type. e) Write a clear topic sentence focusing on main idea. f) Elaborate writing by including supporting details. g) Use transition words to vary sentence structure. h) Express an opinion about a topic, and provide fact-based reasons for support. i) Write a well-developed paragraph focusing on the main idea. j) Revise writing for clarity of content using specific vocabulary and information. 	<p>(pp. 186–190: Writing About Reading)</p> <ul style="list-style-type: none"> ■ Form and express opinions about a text in writing, and support those opinions with rationales and evidence ● Use common (simple) connectives that are frequently used in everyday oral language (words, phrases that clarify relationships and ideas): e.g., and, so, because, before, after ● Use some sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts but do not appear often in everyday oral language e.g., although, however, meantime, meanwhile, until, whenever, yet <p>(pp. 270–273: Writing)</p> <ul style="list-style-type: none"> ■ Write for a specific purpose: e.g., to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan ■ Write with specific readers or audience in mind ■ Understand that writing is shaped by the writer’s purpose and understanding the audience ■ Select the genre for the writing based on the purpose: e.g., friendly letter, procedural text, realistic fiction, traditional literature, fantasy, biography, autobiography, memoir, expository text, poetry ■ Use sketching, webs, lists, and freewriting to think about, plan for, and try out writing ■ Make diagrams to assist in planning ■ Delete words or sentences that do not fit the topic or message ■ Understand the role of the writer, teacher, or peer writer in conference ■ Understand that other writers can be helpful in the process
<p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <ul style="list-style-type: none"> a) Use complete sentences. b) Use the word I in compound subjects. 	<p>(pp. 269–273: Writing)</p> <ul style="list-style-type: none"> ■ Edit for spelling errors by circling words that do not look right and spelling them another way ■ Edit for the conventional spelling of known words

<ul style="list-style-type: none"> c) Use past and present verb tense. d) Use adjectives correctly. e) Use singular possessives. f) Use commas in a simple series. g) Use simple abbreviations. h) Use apostrophes in contractions with pronouns and in possessives. i) Use the articles a, an, and the correctly. j) Use correct spelling including irregular plurals. k) Indicate paragraphing by indenting or skipping a line. 	<ul style="list-style-type: none"> ■ Use conventional structure for both simple and compound sentences ■ Edit for capitalization, punctuation, and sentence sense ■ Write in past tense: e.g., he walked fast yesterday ■ Write in present tense: e.g., he walks fast ■ Write in future tense: e.g., he will walk fast tomorrow ■ Use apostrophes correctly in contractions and possessives ■ Use commas correctly to separate items in a series ■ Spell simple and some complex plurals ■ Write common abbreviations correctly ■ Use apostrophes correctly in contractions and possessives ■ Understand and use paragraph structure (indented or block) to organize sentences that focus on one idea (p. 377: Phonics, Spelling, and Word Study) ■ Recognize and use common abbreviations, and understand the full form of the words they shorten (pp. 637–641: Appendix: Grammar Usage and Mechanics) 4. Recognize and use adjectives 10. Recognize and use common verb tenses 20. Recognize and use sentences with various structures 21. Use complete sentences, and avoid common sentence problems in writing
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Research

<p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <ol style="list-style-type: none"> Construct questions about the topic. Access appropriate resources. Collect and organize information about the topic. Evaluate the relevance of the information. Avoid plagiarism, and use own words. Demonstrate ethical use of the Internet. 	<p>(pp. 186–190: Writing About Reading)</p> <ul style="list-style-type: none"> ● Remember information or details from a text to independently produce lists, simple sequences of action, and directions ● Compose notes, lists, letters, or statements to remember important information about a text ● Revisit texts for ideas or to check details when writing or drawing ◆ Use drawing and/or writing, show curiosity about topics encountered in nonfiction texts, and actively work to learn more about them ■ Use graphic organizers such as webs to show how a nonfiction writer puts together information related to the same topic <p>(pp. 266–273: Writing)</p> <ul style="list-style-type: none"> ■ Use a list to plan an activity or support memory ■ Plan and organize information for the intended readers ■ Use sketching webs, lists, and freewriting to think about, plan for, and try out writing ■ Observe carefully events, people, settings, and other aspects of the world to gather information on a topic ■ Get ideas from other books and writers about how to approach a topic ■ Use resources (print and online) to get information on a topic ■ Make scientific observations, use notes and sketches to document them, and talk with others about connections and patterns ■ Participate actively in experiences, and recall information that contributes to writing and drawing (using notebooks and artifacts) ■ Take notes or make sketches to help in remembering or generating information ■ Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it <p>(p. 352: Technological Communication)</p> <ul style="list-style-type: none"> ■ Use approved digital resources such as websites, databases, e-books, and apps to locate, evaluate, and analyze content
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	<p>■ Gather information from approved websites, e-books, apps, and software using a variety of methods including downloading files or copying/pasting text and images, and citing sources</p>
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Grade Four

In fourth grade, there is an increased emphasis on reading comprehension by comparing fiction and nonfiction texts, identifying cause and effect relationships, and differentiating between fact and opinion. The student will expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. The student will continue to increase communication and collaboration skills by working in diverse teams as both a facilitator and a contributor. Students will deliver multimodal presentations and begin to examine media messages. The student will demonstrate comprehension of the research process by evaluating the relevance and reliability of information collected to create a research product. Additionally students will continue to understand the difference between plagiarism and using his/her own words.

Communication and Multimodal Literacies

- 4.1 The student will use effective oral communication skills in a variety of settings.
- Listen actively, and speak using appropriate discussion rules.
 - Contribute to group discussions across content areas.
 - Orally summarize information expressing ideas clearly.
 - Ask specific questions to gather ideas and opinions from others.
 - Use evidence to support opinions and conclusions.
 - Connect comments to the remarks of others.
 - Use specific vocabulary to communicate ideas.
 - Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
 - Work respectfully with others, and show value for individual contributions.

(pp. 58–65: **Interactive Read-Aloud and Literature Discussion**)

- Ask questions to deepen understanding of a text
- Refer to important information and details, and use as evidence to support opinions and statements during discussion
- Tell a summary of a text after hearing it read
- ◆ Give reasons (either text-based or from personal experience) to support thinking
- ◆ Use evidence from the text to support statements about the text
- ◆ Use evidence from the text to support a wide range of predictions
- Form and express opinions about a text, and support with rationale and evidence
- Form and state the basis for opinions about authors and illustrators

(pp. 337–338: **Oral and Visual Communication**)

- Analyze how a speaker uses evidence and examples effectively
- Sustain a conversation with a variety of audiences
- Use turn-taking with courtesy in small-group discussion
- Use appropriate conventions in small-group discussion (e.g., “I agree with _____ because . . .”; “I’d like to change the subject . . .”)
- Use conventional techniques that encourage others to talk: e.g., “What do you think?” “Do you agree? Why or why not?”
- Respond to others’ ideas before changing the subject
- Build on the talk of others by making statements related to the speaker’s topic and by responding to cues
- Ask follow-up questions during partner, small-group, and whole-class discussion

	<ul style="list-style-type: none"> ■ Relate or compare one’s own knowledge and experience with information from others ■ Listen and respond to a partner by agreeing, disagreeing, or adding on and explaining reasons ■ Restate points that have been made, and extend or elaborate on them ■ Play the role of group leader when needed ■ Evaluate one’s own part in a group discussion as well as the effectiveness of the group ■ Recall information, big ideas, or points made by others ■ Demonstrate understanding of a topic by providing relevant facts and details
<p>4.2 The student will create and deliver multimodal, interactive presentations.</p> <ul style="list-style-type: none"> a) Locate, organize, and analyze information from a variety of multimodal texts. b) Speak audibly with appropriate pacing. c) Use language and style appropriate to the audience, topic, and purpose. d) Make eye contact with the audience. e) Ask and answer questions to gather or clarify information presented orally. 	<p>(pp. 337–338: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Speak with appropriate volume for audience size and location ■ Speak at an appropriate rate to be understood ■ Enunciate words clearly enough to be understood by a small group or the class (with regional and other accents being acceptable) ■ Have an audience in mind before starting to speak ■ Maintain a clear focus on the important or main ideas ■ Present ideas and information in a logical sequence ■ Have a clear introduction, body, and conclusion to your topic ■ Choose clear examples that are related to the topic ■ Use underlying structural patterns common for expository topics: e.g., description, cause and effect, chronological sequence, temporal sequence, compare and contrast, problem and solution ■ Have a plan or notes to support the presentation ■ Understand and use words related to familiar experiences and topics as well as some content and technical terms from academic disciplines ■ Use language appropriate for oral presentations ■ Use graphics (e.g., diagrams, illustrations, sideshows, other digital media) to communicate meaning or to enhance a presentation
<p>4.3 The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> a) Differentiate between auditory, visual, and written media messages and their purposes. 	<p>(p. 353: Technological Communication)</p> <ul style="list-style-type: none"> ■ Use a variety of digital resources such as websites, public and subscription-based databases, e-books, and apps to locate, evaluate, and analyze literary and informational content

<p>b) Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<ul style="list-style-type: none"> ■ Use software and apps to express ideas, write an opinion piece, or a poem using text and other digital media such as drawings, images, audio, and video ■ Observe the opportunities that exist in online environments that allow for collaboration and the cocreation of content and those that are limited to one-way communication ■ Recognize that different audiences require different degrees of formality when communicating with tools such as email, social networking, discussion for forums, and blogs ■ Communicate to and with an authentic audience through blogs, videoconferencing, and other online tools with support. Communication can include conversations with experts and/or students from other schools in your district, state, country, and around the world
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Reading

<p>4.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use context to clarify meanings of unfamiliar words. b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. c) Use word-reference materials. d) Use vocabulary from other content areas. e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing. 	<p>(pp. 137–141: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Recognize words with affixes (prefixes and suffixes) as well as base words ● Understand the meaning of words (Tier 2) that appear often in literature but go beyond oral vocabulary, many poetic or literary ● Understand the meaning of a few words from the scientific domain (Tier 3) ● Use contextual information to solve the meaning of new words ● Understand the meaning of words used figuratively ● Use background information, illustrations, and reference tools to understand the meaning of content words ■ New content words related to concepts that students are learning ■ A few content words (labels) related to concepts students can understand <p>(pp. 274–285: Writing)</p> <ul style="list-style-type: none"> ■ Learn and use content words typical of a disciplinary language: e.g., science, history, math, social studies
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	<ul style="list-style-type: none"> ■ Where needed, use academic language in an appropriate way to write about topics in various disciplines ■ Use reference tools to check spelling and meaning ■ Use a thesaurus to search for more interesting words (pp. 543–549: Guided Reading) ■ Derive the meaning of new words, and expand meaning of known words using flexible strategies: e.g., context in a sentence; connections to other words; synonyms and antonyms; word parts; base words and affixes; word function in a sentence ■ Actively and consistently add to vocabulary through reading
<p>4,5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.</p> <ol style="list-style-type: none"> a) Describe how the choice of language, setting, and characters contribute to the development of plot. b) Identify the theme(s). c) Summarize events in the plot. d) Identify genres. e) Identify the narrator of a story and the speaker of a poem. f) Identify the conflict and resolution. g) Identify sensory words. h) Draw conclusions/make inferences about text using the text as support. i) Compare/contrast details in literary and informational nonfiction texts. j) Identify cause-and-effect relationships. k) Use reading strategies throughout the reading process to monitor comprehension. l) Read with fluency, accuracy, and meaningful expression. 	<p>(pp. 56–61: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ◆ Recognize and understand that fiction texts may have settings that reflect a wide range of places, languages, and cultures and that characters’ behavior may reflect those settings ◆ Infer the importance of the setting to the plot of a story in realistic and historical fiction and fantasy ● Notice and remember the important events of a text in sequence ◆ Notice and understand themes reflecting important human challenges and social issues: e.g., self and self-esteem, popularity, bullying, sportsmanship, transition to adolescence, life cycles, survival, interconnectedness of humans, the environment, social justice, social awareness, and responsibility ■ Notice and understand the characteristics of some specific fiction genres: e.g., realistic fiction, historical fiction, folktale, fairy tale, fractured fairy tale, fable, myth, legend, epic, ballad, fantasy including science fiction, hybrid text ■ Notice the narrator of a text, and notice a change in the narrator and perspective ◆ Infer the message in a work of fiction ■ Form and express opinions about a text, and support with rationale and evidence ● Understand the problem and its solution in a summary of text ■ Notice when a fiction writer uses poetic or descriptive language to show the setting, appeal to the five senses or to convey human feelings such as loss, relief, or anger

	<ul style="list-style-type: none"> ◆ Relate important information and concepts in one text, and connect to information and concepts in other texts (pp. 138–141: Shared and Performance Reading) ● Use understanding of genre and forms to monitor and correct reading ● Read orally with all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate) alone and while maintaining unison with others (p. 276: Writing) ■ Understand that a narrative nonfiction text often includes an underlying structural pattern such as cause and effect of problem and solution
<p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a) Use text features such as type, headings, and graphics to predict and categorize information. b) Explain the author’s purpose. c) Identify the main idea. d) Summarize supporting details. e) Draw conclusions and make inferences using textual information as support. f) Distinguish between cause and effect. g) Distinguish between fact and opinion. h) Use reading strategies throughout the reading process to monitor comprehension. i) Read with fluency, accuracy, and meaningful expression. 	<ul style="list-style-type: none"> (pp. 56, 62–65: Interactive Read-Aloud and Literature Discussion) ■ Recognize underlying structural patterns: description, cause and effect, chronological sequence, temporal sequence (e.g., life cycles), how-to books, categorization, compare and contrast, problem and solution, question and answer ● Refer to important information and details, and use as evidence in discussion to support opinions and statements ◆ Infer a writer’s purpose in nonfiction text ■ Form and express opinions about a text, and support with rationale and evidence ■ Understand that a nonfiction writer has one or more messages or big (main) ideas ■ Distinguish fact from opinion (pp. 138–141: Shared and Performance Reading) ● Notice when understanding is lost, and take steps to monitor and correct while reading ● After practice, read all words quickly and automatically ● Read orally with integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, rate) (pp. 540–542: Guided Reading) ● Use knowledge of nonfiction genres to monitor understanding of a text: e.g., expository nonfiction, narrative nonfiction, biography, autobiography, memoir, procedural text, persuasive text ● Notice text structure, and use it as a support for understanding content

	<ul style="list-style-type: none"> ● Search for information in a variety of graphics (photos, drawings with labels and captions, diagrams, maps) ● Read and understand texts with a variety of layouts and increasingly complex graphics ● Make connections across texts, inferring larger meanings (p. 276: Writing) ■ Understand that a narrative nonfiction text often includes an underlying structural pattern such as cause and effect or problem and solution
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Writing

<p>4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ol style="list-style-type: none"> a) Engage in writing as a process. b) Select audience and purpose. c) Narrow the topic. d) Use a variety of prewriting strategies. e) Recognize different forms of writing have different patterns of organization. f) Organize writing to convey a central idea. g) Write a clear topic sentence focusing on the main idea. h) Write related paragraphs on the same topic. i) Elaborate writing by including details to support the purpose. j) Express an opinion about a topic and provide fact-based reasons for support. k) Use transition words and prepositional phrases for sentence variety. l) Utilize elements of style, including word choice and sentence variation. m) Revise writing for clarity of content using specific vocabulary and information. 	<p>(pp. 193–197: Writing About Reading)</p> <ul style="list-style-type: none"> ◆ Make notes about a text as evidence to support opinions and statements in discussion and writing ◆ Provide evidence from the text or from personal experience to support written statements about a text ■ Form and express opinions about a text in writing, and support those opinions with rationales and evidence ■ Formulate opinions about authors and illustrators, and state in writing the basis for those opinions <p>(pp. 274–285: Writing)</p> <ul style="list-style-type: none"> ■ Use sketching, webs, lists, and freewriting to think about, plan for writing ■ Begin with a compelling lead to capture reader’s attention ■ Develop a plot that includes tension and one or more scenes ■ Provide information that teaches or informs readers about a topic ■ Write an effective lead paragraph and conclusion ■ Provide interesting supporting details that develop a topic ■ Present ideas clearly and in a logical sequence ■ Organize information according to purpose and genre ■ Write about a topic, keeping in mind the audience and their interests and likely background knowledge ■ Provide interesting details that support a topic
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	<ul style="list-style-type: none"> ■ Include facts, figures, statistics, examples, and anecdotes when appropriate ■ Organize the body into paragraphs ■ Use variety in sentence structure and sentence length ■ Use well-crafted transitions to support the pace and flow of the writing ■ Use vocabulary specific to the topic or content ■ Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography, and fiction ■ Vary word choice to create interesting description and dialogue ■ Select the genre for the writing based on the purpose ■ Write with specific readers or audience in mind ■ Sometimes vary sentence structure and length for reasons of craft
<p>4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> a) Use subject-verb agreement. b) Eliminate double negatives. c) Use noun-pronoun agreement. d) Use commas in series, dates, and addresses. e) Correctly use adjectives and adverbs. f) Use quotation marks with dialogue. g) Use correct spelling including common homophones. h) Use singular possessives. 	<p>(pp. 274–285: Writing)</p> <ul style="list-style-type: none"> ■ Use subject-verb agreement ■ Use more complex capitalization with increasing accuracy, such as in abbreviations and with quotation marks in split dialogue ■ Understand and use paragraph structure (indented or block) to organize sentences that focus on one idea ■ Use difficult homophones (there, their) correctly ■ Self-evaluate pieces of writing in light of what is known about a genre ■ Edit for spelling errors by circling words that do not look right and spelling them another way ■ Edit for capitalization and punctuation ■ Edit for grammar and sentence sense ■ Suggest possible revisions to peers ■ Rearrange and revise the writing to better express the writer’s meaning or make the text more logical ■ Delete words, phrases, or sentences from a text (crossing out or using word-processing) to make the meaning clearer ■ Understand that a writer (after using what is known) can ask another person to do a final edit <p>(pp. 637–645: Appendix: Grammar Usage and Mechanics)</p> <p>1. Recognize and use the eight parts of speech of the English language</p>

	<ul style="list-style-type: none">3. Recognize and use pronouns (simpler will be learned before more complex)4. Recognize and use adjectives10. Recognize and use common verb tenses18. Recognize and use phrases, and understand their functions in sentences21. Use complete sentences, and avoid common sentence problems in writing25. Recognize and use the three forms of comparison with adjectives and adverbs26. Understand the functions of capital letters, and use capitalization correctly27. Understand the functions of marks of punctuation and use punctuation
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Research

<p>4.9 The student will demonstrate comprehension of information resources to create a research product.</p> <ol style="list-style-type: none"> Construct questions about a topic. Collect and organize information from multiple resources. Evaluate the relevance and reliability of information. Give credit to sources used in research. Avoid plagiarism, and use own words. Demonstrate ethical use of the Internet. 	<p>(pp. 274–285: Writing)</p> <ul style="list-style-type: none"> ■ Gather and internalize information, and then write it in own words ■ Use notes to record and organize information ■ Conduct research to gather information in planning a writing project: e.g., live interviews, Internet, artifacts, articles, books ■ Understand that a writer gains ideas from other writers but should credit the other writers and/or put those ideas into one’s own words ■ Understand that a writer may quote another writer by placing the exact words in quotes and referencing the source ■ Understand the importance of citing sources of information and some conventions for citations <p>(p. 353: Technological Communication)</p> <ul style="list-style-type: none"> ■ Use different search strategies to increase the effectiveness of your searches including keywords, search engine filters, and symbols ■ Gather information from websites, e-books, apps, and software using a variety of methods including downloading files or copying/pasting text and images and citing sources for each artifact collected ■ Understanding the characteristics of digital citizenship and the responsible use of technology, which includes thinking about one’s online identity, what personal information should not be shared, respecting others, understanding cyber bullying and the role of helpful bystander, protecting others and reporting abuses, and citing sources
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Grade Five

In fifth grade, there is an emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain plot development and conflict resolution and differentiate between first- and third-person points of view. Fifth-grade students will have an increased emphasis on nonfiction reading by identifying authors' organizational patterns and using the text to support opinions and conclusions. The student will continue to expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. Students will use the writing process to write in a variety of forms including narrative, descriptive, expository, and persuasive. Students will demonstrate the ability to collaborate with diverse teams working respectfully with others, using active listening skills, and showing value for individual contributions. Students will deliver multimodal presentations and compare/contrast a variety of techniques used in media messages. The student will demonstrate comprehension of the research process by evaluating the relevance, reliability, and credibility of information collected to create a research product. The student will define the meaning and consequences of plagiarism.

Communication and Multimodal Literacies

<p>5.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Listen actively, and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. b) Participate in and contribute to discussions across content areas. c) Summarize information gathered in group activities. d) Orally express ideas clearly in pairs, diverse groups, and whole-class settings. e) Use evidence to support opinions and conclusions. f) Summarize the main points a speaker makes, and connect comments to the remarks of others. g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. h) Work respectfully with others, and show value for individual contributions. 	<p>(pp. 69–75: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Refer to important information and details, and use as evidence in discussion to support opinions and statements ● Tell a summary of a text after hearing it read ● Notice and remember the important events of a text in sequence ◆ Form implicit and explicit questions about the content and concepts in a text ◆ Give reasons (either text-based or from personal experience) to support thinking ◆ Use evidence from the text to support statements about the text ■ Form and express opinions about a text, and support with rationale and evidence <p>(pp. 339–340: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Ask clarifying questions when listening to texts read aloud or presentations by teachers and other students ■ Analyze how a speaker uses evidence and examples effectively ■ Summarize ideas from oral reading or presentation ■ Use conventions of respectful conversation ■ Sustain a conversation with a variety of audiences ■ Use conventional techniques that encourage others to talk (e.g., “What do you think?” “Do you agree? Why or why not?”) ■ Respond to others’ ideas before changing the subject
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	<ul style="list-style-type: none"> ■ Follow a topic, and add to a discussion with comments on the same topic ■ Build on the talk of others by making statements related to the speaker’s topic and by responding to cues ■ Ask follow-up questions during partner, small-group, and whole-class discussion ■ Recall stories including events, characters, and problems ■ Report interesting and/or new information from background experience or reading ■ Make predictions based on evidence
<p>5.2 The student will create multimodal presentations that effectively communicate ideas.</p> <ul style="list-style-type: none"> a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal, and informal interactive presentations. b) Maintain eye contact with listeners. c) Organize content sequentially around major ideas. d) Use language and style appropriate to the audience, topic, and purpose. e) Ask and answer questions to gather or clarify information presented orally. 	<p>(pp. 339–340: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Speak with appropriate volume for audience size and location ■ Speak at an appropriate rate to be understood ■ Enunciate words clearly enough to be understood by a small group or the class (with regional and other accents being acceptable) ■ Vary the use of language for different kinds of presentations (e.g., dramatic, narrative, reports) ■ Understand the role of nonverbal language, and use it effectively ■ Use mostly conventional grammar and pronunciation of words (depending on individual opportunities over time) ■ Have an audience in mind before starting to speak ■ Maintain a clear focus on the important or main ideas ■ Present ideas and information in a concise manner with a logical sequence ■ Choose clear examples that are related to the topic ■ Use language appropriate for oral presentations ■ Vary word choice to be specific and precise while keeping the audience in mind ■ Demonstrate understanding of a topic by providing relevant facts and details
<p>5.3 The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> a) Identify the purpose and audience of auditory, visual, and written media messages. b) Identify the characteristics and effectiveness of a variety of media messages. 	<p>(p. 354: Technological Communication)</p> <ul style="list-style-type: none"> ■ Use a variety of digital resources such as websites, public and subscription-based databases, e-books, and apps to locate, evaluate, and analyze literary and informational content ■ Use software and apps to express ideas, write an opinion piece, or a poem using text and other digital media such as drawings, images, audio, and video

<p>c) Compare and contrast techniques used in a variety of media messages.</p>	<ul style="list-style-type: none"> ■ Observe the opportunities that exist in online environments that allow for collaboration and the cocreation of content and those that are limited to one-way communication ■ Communicate to and with an authentic audience through blogs, videoconferencing, and other online tools with support. Communication can include conversations with experts and/or students from other schools in your district, state, country, and around the world
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Reading

<p>5.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use context to clarify meaning of unfamiliar words and phrases. b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. d) Identify an author’s use of figurative language. e) Use word-reference materials. f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing. 	<p>(pp. 142–145: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Use contextual information to solve the meaning of new words ● Search for information across sentences, using language structure or syntax, meaning, and visual information in print ● Understand the meaning of words (Tier 2) that appear often in literature but go beyond oral vocabulary, many poetic or literary ● Understand the meaning of a few words from the scientific domain (Tier 3) ● Understand the writer’s meaning when words are used in figures of speech or idioms ● Use background information, illustrations, and reference tools to understand the meaning of content words ■ Use new content words related to concepts that students are learning ■ Use a few content words (labels) related to concepts students can understand <p>(pp. 286–297: Writing)</p> <ul style="list-style-type: none"> ■ Learn and use content words typical of a disciplinary language: e.g., science, history, math, social studies ■ Where needed, use academic language in an appropriate way to write about topics in various disciplines ■ Use reference tools to check on spelling when editing final draft (dictionary, digital resources) ■ Use a thesaurus to search for more interesting words <p>(pp. 563–564: Guided Reading)</p>
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	<ul style="list-style-type: none"> ● Use a wide range of strategies for solving multisyllable words: e.g., using syllables, recognizing spelling patterns within words, using complex letter-sound relationships, noticing base words and affixes, using the context of the text, or using text resources ● Understand denotative, connotative, idiomatic, and figurative meaning of words ● Understand and acquire a large number of content-specific words that require the use of strategic actions (i.e, conceptual understanding of the content, definitions within the body of a text, a glossary, or other text resources)
<p>5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ol style="list-style-type: none"> a) Summarize plot events using details from text. b) Discuss the impact of setting on plot development. c) Describe character development. d) Identify theme(s). e) Explain the resolution of conflict(s). f) Identify genres. g) Differentiate between first- and third-person point of view. h) Differentiate between free verse and rhymed poetry. i) Explain how an author’s choice of vocabulary contributes to the author’s style. j) Draw conclusions and make inferences with support from the text. k) Identify cause-and-effect relationships. l) Compare/contrast details in literary and informational nonfiction texts. m) Use reading strategies throughout the reading process to monitor comprehension. 	<p>(pp. 198–202: Writing About Reading)</p> <ul style="list-style-type: none"> ■ Form and express opinions about a text in writing, and support those opinions with rationales and evidence ● Use common (simple) and sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts but do not appear often in everyday oral language e.g., although, however, meantime, meanwhile, until, whenever, yet ◆ Write about themes that are close to students’ experiences: imagination, courage, fears, sharing, friendship, family relationships, self, nature, growing, behavior, community, responsibilities, diversity, belonging, peer relationships, loss ◆ Relate important information or ideas within a text to other texts ◆ Provide details that are important to understanding how a story’s plot, setting, and character traits are related ■ Write about the importance of setting to the plot in realistic and historical fiction and in fantasy <p>(pp. 286–297: Writing)</p> <ul style="list-style-type: none"> ■ Write for a specific purpose: e.g., to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan ■ Write with specific readers or audience in mind ■ Understand that writing is shaped by the writer’s purpose and understanding the audience ■ Select the genre for the writing based on the purpose: e.g., friendly letter, procedural text, realistic fiction, traditional literature, fantasy, biography, autobiography, memoir, expository text, poetry

	<ul style="list-style-type: none"> ■ Tell events in chronological order, or use another structural pattern: e.g., description, temporal sequence, question and answer, cause and effect, compare and contrast, problem and solution, categorization ■ Understand the differences between first and third person ■ Take a point of view by writing in first or third person ■ Describe characters by how they look, what they do, say, and think and what others say about them ■ Understand the structure of narrative, including lead or beginning, introduction of characters, setting, problem, series of events, resolution of problem, and ending ■ Understand that poems take a variety of shapes ■ Understand that poems do not have to rhyme <p>(p. 563: Guided Reading)</p> <ul style="list-style-type: none"> ● Self-monitor reading using multiple sources of information ● Closely monitor understanding of texts using knowledge of a wide range of genres and forms
<p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a) Use text features such as type, headings, and graphics to predict and categorize information. b) Skim materials to develop a general overview of content and to locate specific information. c) Identify the main idea. d) Summarize supporting details. e) Identify organizational pattern(s). f) Identify transitional words and phrases that signal an author’s organizational pattern. g) Locate information from the text to support opinions, inferences, and conclusions. h) Identify cause-and-effect relationships. i) Differentiate between fact and opinion. j) Compare and contrast details and ideas within and between texts. k) Use reading strategies throughout the reading process to monitor comprehension. 	<p>(pp. 66–67, 73–75: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ■ Informational texts with clearly defined structure and categories and subcategories, some defined by headings, sections, and some subsections ● Follow and understand nonfiction texts with clearly defined overall structure, categories, and subcategories, and connect the structure to the table of contents ● Refer to important information and details, and use as evidence in discussion to support opinions and statements ● Refer to the location of some important information (category of information, supporting details, main idea) ■ Notice the organization of a nonfiction text distinguishing between expository and narrative structure ● Tell a summary of a text after hearing it read ● Notice information in texts that are organized into categories ◆ Distinguish between fact and opinion in a text in order to reach new understanding ■ Recognize and understand a writer’s use of underlying text structures: e.g., description, cause and effect, sequence

	<p>(chronological, temporal), compare and contrast, problem and solution, question and answer, combination</p> <ul style="list-style-type: none"> ■ Connect texts by a range of categories: e.g., content, message, genre, author/illustrator, special form, text structure, or organization (p. 145: Shared and Performance Reading) ● Notice when understanding is lost, and take steps to make a text make sense (monitor) (p. 563: Guided Reading) ● Self-monitor using multiple sources of information: i.e., background knowledge, syntax, word meaning, word structure, awareness of text structure, meaning of the whole text, graphics, layout
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Writing

<p>5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.</p> <ol style="list-style-type: none"> a) Engage in writing as a process. b) Select audience and purpose. c) Use a variety of prewriting strategies. d) Introduce and develop a topic, incorporating evidence and supporting details. e) Organize information to convey a central idea. f) Recognize different forms of writing have different patterns of organization including story structure for narrative writing. g) Write a clear topic sentence focusing on the main idea. h) Clearly state a position including supporting reasons and evidence to persuade the intended audience. i) Write multiparagraph compositions. j) Use precise and descriptive vocabulary to create tone and voice. k) Vary sentence structure by using transition words and prepositional phrases. l) Revise writing for clarity of content using specific vocabulary and information. 	<p>(pp. 201–205: Writing About Reading)</p> <ul style="list-style-type: none"> ■ Write to explore the writer’s purpose and stance toward a story or topic ◆ Provide evidence from the text or from personal experience to support written statements about that text ■ Form and express opinions about a text in writing, and support those opinions with rationales and evidence (pp. 286–297: Writing) ■ Use a list to plan an activity or support memory ■ Write an engaging lead that captures interest and that may foreshadow the content ■ Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning sketching, or drafting ■ Use sketching, webs, lists, and freewriting to think about, plan for, and try out writing ■ Write to a specific audience that may be an individual or an organization or group ■ Show the audience (by stating or providing important information) what is important about the topic ■ Include important information, and exclude unnecessary details
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	<ul style="list-style-type: none"> ■ Use organization in writing that is related to purpose and genre (letters, essays) ■ Organize the body into paragraphs ■ Analyze prompts to determine purpose, audience, and genre (e.g., expository text, persuasive text) that is appropriate ■ Select details that will support a topic or story ■ Use well-crafted transitions to support the pace and the flow of the writing ■ Provide a series of clear arguments with reasons to support the argument ■ Vary sentence length to create feeling or mood and communicate meaning ■ Vary word choice to create interesting description and dialogue ■ Learn new words from reading, and try them out in writing ■ Understand that a writer rereads and revises while drafting (recursive process), and they keep doing it with new pieces of writing ■ Understand revision as a means for making written messages stronger and clearer to readers ■ Reread writing to check for clarity and purpose
<p>5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> a) Use plural possessives. b) Use adjective and adverb comparisons. c) Use interjections. d) Use prepositional phrases. e) Use quotation marks with dialogue. f) Use commas to indicate interrupters, items in a series, and to indicate direct address. g) Use a hyphen to divide words at the end of a line. h) Edit for fragments and run-on sentences. i) Eliminate double negatives. j) Use correct spelling of commonly used words. k) Use coordinating conjunctions. 	<p>(pp. 286–297: Writing)</p> <ul style="list-style-type: none"> ■ Recognize and use the eight parts of speech of the English language in an accepted, standard way ■ Use commas correctly to separate an introductory clause or items in a series or to set off a person’s name in direct address ■ Spell a full range of contractions, plurals, possessives, and compound words ■ Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings, and reflect spelling in final draft ■ Add dialogue in quotation marks or speech bubbles to provide information, provide narration, or show thought or feelings ■ Add descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events, actions, processes, or topics ■ Edit for capitalization and punctuation ■ Reread the text to be sure there are no missing words or information ■ Edit for grammar and sentence sense

	<p>(pp. 637–645: Appendix: Grammar Usage and Mechanics)</p> <ol style="list-style-type: none"> 1. Recognize and use the eight parts of speech of the English language 4. Recognize and use adjectives 7. Recognize and use prepositions 18. Recognize and use phrases, and understand their functions in sentences 21. Use complete sentences, and avoid common sentence problems in writing 25. Recognize and use the three forms of comparison with adjectives and adverbs 27. Understand the functions of marks of punctuation, and use punctuation correctly
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Research

<p>5.9 The student will find, evaluate, and select appropriate resources to create a research product.</p> <ol style="list-style-type: none"> a) Construct questions about a topic. b) Collect and organize information from multiple resources. c) Evaluate the relevance, reliability, and credibility of information. d) Give credit to sources used in research. e) Avoid plagiarism and use own words. f) Demonstrate ethical use of the Internet. 	<p>(pp. 201–205: Writing About Reading)</p> <ul style="list-style-type: none"> ● Make notes about a text for evidence to support opinions and statements in discussion and writing ◆ Make notes, and write longer responses to indicate acquisition of new information and ideas from a text ■ Form and express opinions about a text in writing, and support those opinions with rationales and evidence <p>(pp. 286–297: Writing)</p> <ul style="list-style-type: none"> ■ Record sources of information for citation ■ Form questions to explore and locate sources for information about a topic, characters, or setting ■ Select and include only the information that is appropriate to the topic and to the category ■ Use notes to record and organize information ■ Conduct research to gather information in planning a writing project: e.g., live interviews, Internet, artifacts, articles, books ■ Search for appropriate information from multiple sources: e.g., book and other print materials, websites, interview ■ Understand that a writer gains ideas from other writers but should credit the other writers and/or put these ideas into one’s own words <p>(p. 354: Technological Communication)</p>
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	<p>■ Understand the characteristics of digital citizenship and the responsible use of technology, which includes thinking about one’s online identity, what personal information should not be shared, respecting others, understanding cyberbullying and the role of a helpful bystander, protecting others and reporting abuses, and citing sources</p>
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Grade Six

In sixth grade, students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying theme and analyzing figurative language. In sixth grade, there is an increased emphasis on nonfiction reading by creating objective summaries and drawing inferences using textual evidence. The student will begin the study of word origins and continue vocabulary development. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on narrative and reflective writing. Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats. The student will find, evaluate, and select appropriate resources for a research product and cite both primary and secondary sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

Communication and Multimodal Literacies

<p>6.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Listen actively, and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. b) Participate as a facilitator and a contributor in a group. c) Participate in collaborative discussions with partners building on others' ideas. d) Ask questions to clarify the speaker's purpose and perspective. e) Summarize the main points a speaker makes. f) Summarize and evaluate group activities. g) Analyze the effectiveness of participant interactions. h) Evaluate own contributions to discussions. i) Demonstrate the ability to collaborate with diverse teams. j) Work respectfully with others, and show value for individual contributions. 	<p>(pp. 341–342: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Listen respectfully and responsibly ■ Listen with active attention to texts that are read aloud ■ Ask clarifying questions when listening to texts read aloud or to presentations by teachers and other students ■ Build on the talk of others by making statements related to the speaker's topic and by responding to cues ■ Refer to important information and details, and use as evidence to support opinions and statements during discussion ■ Analyze how a speaker uses evidence and examples effectively ■ Critique presentations for logic, presentation of evidence for arguments, subtexts, and inclusion or exclusion of information ■ Identify, analyze, and critique persuasive techniques ■ Use conventions of respectful conversation ■ Sustain a conversation with a variety of audiences ■ Build on the talk of others by making statements related to the speaker's topic and by responding to cues ■ Monitor own understanding of others' comments, and ask for clarification and elaboration ■ Ask follow-up questions during partner, small-group, and whole-class discussion ■ Relate or compare one's own knowledge and experience with information from others
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	<ul style="list-style-type: none"> ■ Listen and respond to a partner by agreeing, disagreeing and adding on, and explaining reasons ■ Recall, restate, or paraphrase information, big ideas, or points made by others ■ Listen and respond, taking an alternative perspective ■ Remember others' comments, and consider one's own thinking in relation to those comments
<p>6.2. The student will create multimodal presentations that effectively communicate ideas.</p> <ul style="list-style-type: none"> a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations. b) Use language and vocabulary appropriate to audience, topic, and purpose. c) Give collaborative and individual formal and informal interactive presentations. d) Paraphrase and summarize key ideas of a presentation. 	<p>(pp. 341–342: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Have an audience in mind before planning the presentation ■ Speak directly to the audience, making eye contact with individuals ■ Understand the role of nonverbal language, and use it effectively ■ Select genre of oral presentation with audience in mind ■ Use grade-level-appropriate vocabulary in conversations about text ■ Use language appropriate for oral presentations ■ Summarize ideas from oral reading or presentation ■ Deliver both formal and informal presentations, and vary content, language, and style appropriately ■ Use graphics (e.g., diagrams, illustrations, or other digital media) to communicate meaning or enhance a presentation ■ Integrate technology tools (e.g., slideshows, video, audio) in multimedia presentations
<p>6.3 The student will determine the purpose of media messages and examine how they are constructed.</p> <ul style="list-style-type: none"> a) Compare and contrast techniques used in a variety of media messages. b) Identify the characteristics and effectiveness of a variety of media messages. c) Interpret information presented in diverse media formats, and explain how it contributes to the topic. d) Craft and publish audience-specific media messages. 	<p>(p. 342: Oral and Visual Communication)</p> <ul style="list-style-type: none"> ■ Use graphics (e.g., diagrams, illustrations, or other digital media) to communicate meaning or enhance a presentation ■ Identify and acknowledge sources of information included in presentations ■ Integrate technology tools (e.g., slideshows, video, audio) in multimedia presentations <p>(p. 355: Technological Communication)</p> <ul style="list-style-type: none"> ■ Consider information about a website author, as well as the author's credentials and affiliations, to determine level of expertise ■ Examine and think critically about the different strategies used by the media (TV, movies, news, video, multimedia blogs) and other content providers to engage and influence ■ Share ideas with an authentic audience through blogs, videoconferencing, and other online tools

	<ul style="list-style-type: none"> ■ Use a variety of digital resources such as websites, public and subscription-based services, e-books, and apps to locate, evaluate, and analyze literary and informational content ■ Determine the reliability of a website based on analysis of author expertise, accuracy of information, validity of sources, scientific evidence, etc. ■ Communicate to and with an authentic audience through blogs, videoconferencing, and other online tools to support. Communication can include conversations with experts and/or students from other schools in your district, state, country, and around the world
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Reading

<p>6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.</p> <ol style="list-style-type: none"> a) Identify word origins and derivations. b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. d) Identify and analyze the construction and impact of figurative language. e) Use word-reference materials. f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. 	<p>(pp. 151–153: Shared and Performance Reading)</p> <ul style="list-style-type: none"> ● Use contextual information to solve the meaning of new words ● Understand the writer’s meaning when words are used in figures of speech or idioms ● Understand the connotative meaning of words and how they add to the overall meaning of a script or poem ● Use background information, illustrations, and reference tools to understand the meaning of content words ● Rapidly and automatically use a range of strategies (e.g., syllables, morphology, base words and affixes, Greek and Latin word roots) for deriving the meaning of words ● Understand common (simple) connectives, sophisticated connectives, and some academic connectives <p>(p. 208: Writing About Reading)</p> <ul style="list-style-type: none"> ● Notice, comment on, and actively work to acquire new vocabulary, including technical, complex, and specialized words, and intentionally use it in writing about reading ● Explore definitions of new words from texts, including figurative and connotative uses, by writing about them <p>(pp. 298–310: Writing)</p> <ul style="list-style-type: none"> ■ Use vocabulary specific to the topic or content
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	<ul style="list-style-type: none"> ■ Learn new words from reading and try them out in writing ■ Learn and use content words typical of disciplinary language: e.g., science, history, math, social studies ■ Where needed, use academic language in an appropriate way to write about topics in various disciplines (pp. 388–392: Phonics, Spelling, and Word Study) ■ Recognize and use words with multiple meanings: e.g., content, duck, invalid, present, pupil, temple ■ Understand the concept of analogies to determine relationships among words: e.g., synonyms, antonyms, homophones, object/use, part/whole, cause/effect, member/category, denotation/connotation ■ Recognize and use prefixes, suffixes, and word roots that have Greek and Latin origins to understand word meaning: e.g., incredible—in- (“not”), Latin cred (believe) and -ible (“capable of”); antibiotic—anti- (“opposite” or “against”), Greek bio (“life”), and -ic (“related to”) ■ Use a glossary or dictionary to solve and find information about words
<p>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.</p> <ol style="list-style-type: none"> a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. b) Describe cause-and-effect relationships and their impact on plot. c) Explain how an author uses character development to drive conflict and resolution. d) Differentiate between first- and third-person point of view. e) Describe how word choice and imagery contribute to the meaning of a text. f) Draw conclusions and make inferences using the text for support. g) Identify the characteristics of a variety of genres. h) Identify and analyze the author’s use of figurative language. i) Compare/contrast details in literary and informational nonfiction texts. j) Identify transitional words and phrases that signal an author’s organizational pattern. 	<p>(pp. 76–78: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ■ Listen to and discuss nearly a full range of fiction texts, including hybrids, special types of fiction, and sections of longer chapter books ■ Experience texts with sophisticated, subtle humor including irony: e.g., characters with unusual or humorous traits, surprising outcomes, humorous comparisons ■ Recognize and discuss aspects of narrative structure: e.g., beginning, series of events, climax (turning point) of the story, problem, resolution, ending ■ Notice and understand how the author uses idioms and literary language, including metaphor, simile, symbolism, and personification ◆ Make connections (similarities and differences) among texts that have the same author/illustrator, setting, characters, theme ■ Hear and discuss content that requires the student to appreciate or identify with diverse perspectives relating to culture, race, gender, etc. ■ Experience texts that present multiple themes that may be understood in layers

<p>k) Use reading strategies to monitor comprehension throughout the reading process.</p>	<ul style="list-style-type: none"> ● Check understanding of complex plots and problems, and raise questions if meaning is lost ■ Form and express opinions about a text, and support with rationale and evidence ■ Hear and talk about texts that have main character(s) centrally involved in the conflict and resolution and supporting characters, some of which may be important to the plot ■ Experience some texts with conflict involving a person struggling against the forces of nature, against another person, against society, or against himself or herself ■ Listen to and discuss texts with descriptive and figurative language that is important to understanding the content: e.g., imagery, metaphor, simile, personification, hyperbole <p>(pp. 608–610: Guided Reading)</p> <ul style="list-style-type: none"> ● Closely monitor understanding of texts using knowledge of a wide range of genres and forms: e.g., realistic, historical, high fantasy, science fiction, myths, legends, poetry, plays ■ Understand characters revealed over a series of events, chapters, or book series ■ Understand “round” characters that have a complex range of good and bad attributes and that change during the course of the plot and “flat” characters that do not change but may play an important role in the plot ■ Read most texts written in first- or third-person narrative, with some procedural texts in second person ■ Monitor comprehension closely so understanding is always assured ● Present a logically organized oral summary that includes important information expressing the main idea or larger message and reflects the overall structure (expository or narrative) as well as important underlying text structures: e.g., description, cause and effect, chronological sequence, temporal sequence, categorization, comparison and contrast, problem and solution
<p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a) Skim materials using text features such as type, headings, and graphics to predict and categorize information. b) Identify main idea. 	<p>(pp. 79–87: Interactive Read-Aloud and Literature Discussion)</p> <ul style="list-style-type: none"> ● Understand that graphics provide important information ◆ Recognize and use information in a variety of graphics: e.g., photo and/or drawing with label or caption, diagram, cutaway, map with legend and scale

<p>c) Summarize supporting details.</p> <p>d) Create an objective summary including main idea and supporting details.</p> <p>e) Draw conclusions and make inferences based on explicit and implied information.</p> <p>f) Identify the author’s organizational pattern(s).</p> <p>g) Identify transitional words and phrases that signal an author’s organizational pattern.</p> <p>h) Differentiate between fact and opinion.</p> <p>i) Identify cause-and-effect relationships.</p> <p>j) Analyze ideas within and between selections providing textual evidence.</p> <p>k) Use reading strategies to monitor comprehension throughout the reading process.</p>	<ul style="list-style-type: none"> ● Refer to important information and details, and use as evidence to support opinions and statements during discussion ● Provide a concise, logically organized summary of a text after hearing it read ■ Hear and discuss texts with underlying structural patterns: description, cause and effect, chronological sequence, temporal sequence, categorization, compare and contrast, problem and solution, question and answer ◆ Infer a writer’s stance (position, argument, thesis) toward a topic or the subject of a biography ● Refer to the location of some important information (category of information, supporting details, main ideas) ◆ Infer the larger (main) ideas in nonfiction text ■ Distinguish between fact and opinion (pp. 608–616: Guided Reading) ● When needed, reread to search for and use information from the body text, sidebars, insets, and graphics ● Present a logically organized oral summary that includes important information expressing the main idea or larger message and reflects the overall structure (expository or narrative) as well as important underlying text structures: e.g., description, cause and effect, chronological sequence, temporal sequence, categorization, categorization, comparison and contrast, problem and solution, question and answer (nonfiction) ● Monitor comprehension closely so understanding is always assured
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Writing

<p>6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.</p> <p>a) Engage in writing as a recursive process.</p> <p>b) Choose audience and purpose.</p> <p>c) Use a variety of prewriting strategies to generate and organize ideas.</p>	<p>(pp. 206-213- Writing About Reading)</p> <ul style="list-style-type: none"> ■ Write to explore the writer’s purpose and stance toward a story, topic ● Plot summaries containing a brief statement of the setting, characters, plot, important events, turning point, character change, problem resolution,message
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<p>d) Organize writing to fit mode or topic.</p> <p>e) Write narratives to include characters, plot, setting, and point of view.</p> <p>f) Establish a central idea incorporating evidence and maintaining an organized structure.</p> <p>g) Compose a thesis statement for expository and persuasive writing.</p> <p>h) Write multiparagraph compositions with elaboration and unity.</p> <p>i) Use transition words and phrases.</p> <p>j) Select vocabulary and information to enhance the central idea, tone, and voice.</p> <p>k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p> <p>l) Revise writing for clarity of content including specific vocabulary and information.</p>	<p>◆ Write about a wide range of predictions based on evidence from the text</p> <p>■ Form and express opinions about a text in writing and support those opinions with rationales and evidence (pp. 298–310: Writing)</p> <p>■ Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, drafting</p> <p>■ Use sketching, webs, lists, and freewriting to think about, plan for, and try out writing</p> <p>■ Think through a topic, focus, organization, and audience</p> <p>■ Communicate the significance of the topic to an audience</p> <p>■ Develop a clear, main idea around which a piece of writing will be planned</p> <p>■ Understand that a writer rereads and revises while drafting (recursive process) and keeps doing it over and over with new pieces of writing</p> <p>■ Begin with a title or opening that tells the reader what is being argued or explained—a clearly stated thesis</p> <p>■ Organize the body of the text into paragraphs</p> <p>■ Use words that convey an intended mood or effect</p> <p>■ Where needed, use academic language in an appropriate way to write about topics in various disciplines</p> <p>■ Use well-crafted transitions to support the pace and flow of the writing</p> <p>■ Identify language that does not contribute to the central purpose or message</p> <p>■ Add words, phrases, or sentences to provide more information to readers</p> <p>■ Reread writing to check for clarity and purpose</p>
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Research

<p>6.9 The student will find, evaluate, and select appropriate resources to create a research product.</p> <p>a) Formulate and revise questions about a research topic.</p> <p>b) Collect and organize information from multiple sources.</p> <p>c) Evaluate and analyze the validity and credibility of sources.</p>	<p>(pp. 298–310: Writing)</p> <p>■ Form questions to explore, and locate sources for information about a topic, characters, or setting</p> <p>■ Select and include information that is appropriate to the topic and the category</p>
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<p>d) Cite primary and secondary sources.</p> <p>e) Avoid plagiarism by using own words, and follow ethical and legal guidelines for gathering and using information.</p> <p>f) Demonstrate ethical use of the Internet.</p>	<ul style="list-style-type: none">■ Search for appropriate information from multiple sources: e.g., books and other print materials, websites, interview■ Credit sources of information as appropriate■ Support ideas with facts, details, examples, and explanations from multiple authorities■ Gather and internalize information, and then write it in own words■ Take and use notes to record and organize information■ Conduct research to gather information in planning a writing project: e.g., live interviews, Internet, artifacts, articles, books■ Understand that a writer gains ideas from other writers but should credit the other writers and/or put these ideas into one’s own words■ Understand the concept of plagiarism, and avoid it by citing sources for quotations and information used <p>(p. 355: Technological Communication)</p> <ul style="list-style-type: none">■ Understand the characteristics of digital citizenship and the responsible use of technology which includes building a positive online identity, knowing what personal information should not be shared, respecting others, understanding cyberbullying and engaging in the role of helpful bystander, protecting others, reporting abuses, and understanding copyright
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