NORTH DAKOTA ENGLISH LANGUAGE ARTS CONTENT STANDARDS PROGRESSIONS GUIDE GRADES K-12 AUGUST 2024

Contents

INTRODUCTION

The teachers who wrote the 2023 North Dakota English Language Arts Content Standards collaborated with the North Dakota Department of Public Instruction to design a standards resource document showing the connections between the standards. This guide is intended to provide a resource for districts and teachers as they plan curriculum and instruction.

The guide provides the following information for each standard:

- **Preceding Standard(s)**
  Standards that should be taught before the identified standard. Sometimes, these come from the prior grade level. In other cases, the standard may go further back. This information helps identify where prerequisite standards were taught.

- **Related Standard(s)**
  Standards within the grade level that use skills/concepts within the identified standard support or are supported by the identified standard. In a classroom, these standards may be taught simultaneously or next to each other because they build upon each other.

- **Successive Standard(s)**
  Standards taught at the following level or that build directly upon the skills/concepts within the identified standard.

- **Prerequisite Skills**
  This area contains important skills and concepts without which the learner may struggle with the identified standard. The North Dakota Standards-Based Learning Proficiency Scales were used to assist with the generation of prerequisite skills for the priority standards identified by that group.

- **Key Vocabulary**
  The vocabulary words identified are terms teachers and/or learners must understand to teach or become proficient with the identified standard. The North Dakota Standards-Based Learning Proficiency Scales were used to assist with the generation of vocabulary for the priority standards identified by that group.

- **Instructional Notes and Common Learner Misconceptions/Errors**
  The category includes instructional notes (IN) to assist teachers in identifying common learner misconceptions or errors (ME) made when working on the identified standard. Artificial Intelligence (AI) assisted with wording and generation of common errors.

- **Courses**
  This information aligns with the work to align the course codes to the standards. It shows potential courses in which the standards may be taught. This area aligns with the work done to align the courses in the North Dakota Course Code document with the standards.

HOW TO READ THIS DOCUMENT

| Grade Level |

| Domain |

| Sub-Domain |

| Standard |

KINDERGARTEN

| **FOUNDATIONS OF LITERACY (F)** |
| *Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.* |

Print Concepts
Learners will demonstrate knowledge of books, print, and written language and how they function

K.F.1 Recognize the front cover, back cover, author, and illustrator of books.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT2: Demonstrates awareness and understanding of how print is used and the rules of how print works (hold book correctly, follow book left to right).	K.F.2 K.F.3	
Prerequisite Skills	**Key Vocabulary**	**Common Misconceptions and Instructional Notes (IN)**
• Holds book correctly. • Identifies the front and back cover of a book. • Recognizes that authors write the story. • Recognizes that illustrators draw the pictures.	• author • back cover • front cover • illustrator	
Courses		
Language Arts K Reading K		

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KINDERGARTEN

FOUNDATIONS OF LITERACY (F)
Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.

Print Concepts
Learners will demonstrate knowledge of books, print, and written language and how they function.

K.F.1 Recognize the front cover, back cover, author, and illustrator of books.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.2: Demonstrates awareness and understanding of how print is used and the rules of how print works (hold book correctly, follow book left to right).		
+Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Holds book correctly. - Identifies the front and back cover of a book. - Recognizes that authors write the story. - Recognizes that illustrators draw the pictures.	- author - back cover - front cover - illustrator	

Courses
Language Arts K
Reading K

Print Concepts
Learners will demonstrate knowledge of books, print, and written language and how they function.

K.F.2 Follow words from left to right, top to bottom, and page by page.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.2: Demonstrates awareness and understanding of how print is used and the rules of how print works (hold book correctly, follow book left to right).	K.F.3	1.F.3
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Holds book correctly. - Identifies the front and back cover of a book. - Identifies the top and bottom of a page. - Turns pages in sequential order. - Recognizes where to start reading on a page. - Differentiates between pictures, letters, and words. - Recognizes sentences are read left to right.	- bottom - left - right - top - word	

Courses
Language Arts K
Reading K

KINDERGARTEN

Print Concepts		
Learners will demonstrate knowledge of books, print, and written language and how they function.		
K.F.3 Recognize that sentences have letters, words, spaces between words, capitalization, and ending punctuation.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
Early Learning Standards Goal IT-LC.13: Child makes marks and uses them to represent objects or actions. (0-36 months)	K.F.2	1.F.3
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Recognizes written words are made up of groups of individual letters. - Recognizes a letter. - Recognizes a word. - Identifies spaces between words. - Identifies the capital letter on the first word of a sentence. - Identifies the period, question mark, or exclamation mark at the end of a sentence.	- capital letters - exclamation marks - letters - periods - question marks - spaces - words	- Learners may confuse letters and words. (ME) - Learners may confuse question marks and exclamation marks. (ME)
Courses		
Language Arts K Reading K		

KINDERGARTEN

Phonological and Phonemic Awareness
Learners will accurately manipulate phonemes (sounds) in the spoken language.

K.F.4 Recognize and produce rhyming words.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.1: Demonstrates awareness that spoken language is composed of smaller segments of sound (demonstrate rhyme recognition, phonemic change in words, count syllables in spoken words). **IT-LC.9** Attends to, repeats, and uses some rhymes, phrases, or refrains for stories or songs.	K.F.7	K.F.8 K.F.9 1.F.7
	Key Vocabulary	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Recognizes rhyming words (bat, cat, rat). • Provides words that rhyme. (What rhymes with log?)	• rhyming words	• Rhyming words can have different spellings but similar sounds, as in the case of "night" and "kite." (IN) • Onset refers to the initial consonant sound, digraph, or blend before the vowel sound. The rhyme includes the vowel and all consonant sounds that follow it in a one-syllable word or the same syllable of a multisyllabic word. (IN) • Learners with speech difficulties may struggle with this standard. (ME)

Courses
Language Arts K Reading K

KINDERGARTEN

Phonological and Phonemic Awareness
Learners will accurately manipulate phonemes (sounds) in the spoken language.

K.F.5 Segment parts of spoken words.
   a. Segment multisyllabic spoken words by syllables.
   b. Segment one-syllable spoken words into two-phonemes and three-phonemes.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.3: Identifies letters of the alphabet and produces correct sounds associated with letters.	K.F.6 K.F.7	K.F.9 1.F.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Repeat spoken sounds. • Identify spoken, one-syllable words. • Identify individual phonemes. • Demonstrate an understanding that words are made up of phonemes. • Count syllables heard in multisyllabic spoken words.	• phoneme • segment • syllable	• Diagonal marks (//) represent the letter sound, not the letter name. (IN) • Learners with speech difficulties may struggle with this standard. (ME)

Courses
Language Arts K Reading K

Phonological and Phonemic Awareness
Learners will accurately manipulate phonemes (sounds) in the spoken language.

K.F.6 Blend parts of spoken words.
   a. Blend two or more syllables into a spoken word.
   b. Blend two or three phonemes into a one-syllable spoken word.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.1: Demonstrates awareness that spoken language is composed of smaller segments of sound (demonstrate rhyme recognition, phonemic change in words, count syllables in spoken words).	K.F.5 K.F.7	K.F.8 1.F.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Repeat spoken sounds. • Identify spoken, one-syllable words. • Identify individual phonemes. • Demonstrate an understanding that words are made up of phonemes.	• blend • phoneme • syllable	• When blending sounds, spacing them too far apart can create a choppy effect. Blending means smoothly putting the sounds together to make a word. For instance, when saying "cat" (/k/, /ă/, /t/), one should smoothly connect the sounds instead of pausing between each one. (IN) • Learners with speech difficulties may struggle with this standard. (ME)

Courses
Language Arts K Reading K

KINDERGARTEN

Phonological and Phonemic Awareness
Learners will accurately manipulate phonemes (sounds) in the spoken language.

K.F.7 Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.1: Demonstrates awareness that spoken language is composed of smaller segments of sound (demonstrate rhyme recognition, phonemic change in words, count syllables in spoken words).	K.F.4 K.F.5 K.F.6	K.F.8 K.F.9 1.F.7

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Understand that a word is made up of phonemes. • Identify words with the same initial phoneme. • Identify words with the same final phoneme. • Identify words with the same medial vowel phoneme.	• final • initial • medial • phoneme • word	• Diagonal marks (//) represent the letter sound, not the letter name. (IN) • Learners with speech difficulties may struggle with this standard. (ME)

Courses
Language Arts K Reading K

KINDERGARTEN

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

K.F.8 Decode words with phoneme-grapheme correspondences:
- a. predictable consonants
- b. predictable short vowels spelled with a, i, o, u, e
- c. long vowels associated with single letters in open one-syllable words
- d. irregularly spelled high-frequency words

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.3: Identifies letters of the alphabet and produces correct sounds associated with letters. **K.F.4 K.F.6 K.F.7**	K.F.9 K.F.10 K.F.11	K.F.12 1.F.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Blend phonemes into spoken words. • Produce the correct phoneme to match the grapheme in isolation (without blending). • Produce short vowels and their sounds in isolation. • Differentiate short and long vowel sounds.	• consonant • decode • grapheme • high-frequency word • long vowel • open syllable • short vowel	• High-frequency vs. Sight Words - High-frequency words are the most commonly used in the English language. Sight words are instantly recognized and identified without conscious effort. (IN) • Words should be orthographically mapped so learners can read them automatically and accurately rather than relying on a list of memorized words. (IN) • Districts/schools can determine the specific irregularly spelled high-frequency words that need to be explicitly taught and mastered at each grade level. (IN) • Learners with speech difficulties may struggle with decoding words. (ME)

Courses
Language Arts K Reading K

KINDERGARTEN

Phonics and Word Study		
Learners will decode, encode, and connect meaning to word parts and words.		

K.F.9 Encode words with phoneme-grapheme correspondences:
   a. predictable consonants
   b. predictable short vowels
   c. long vowels with single letters in open one-syllable words (e.g., he, me, go)**
   d. irregularly spelled high-frequency words
*Regular high-frequency words should be taught in phonics.
**Some words will be introduced as irregularly spelled until students learn about open syllables

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.6: Child writes for a variety of purposes using increasingly sophisticated marks. **K.F.4** **K.F.5** **K.F.7**	K.F.8 K.F.13 K.F.14 K.W.6	1.F.9
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Recognize characteristics to form letters (starting place, use of lines, use of space). • Produce the correct grapheme to match the phoneme in isolation. • Represent each phoneme within a word. • Represent predictable parts of irregularly spelled high-frequency word(s). • Segment one-syllable spoken words into phonemes.	• consonant • encode • grapheme • high-frequency word • long vowel • open syllable • short vowel	• Words should be orthographically mapped so learners can spell them automatically and accurately rather than relying on a list of memorized words. (IN) • Districts/schools can determine the specific irregularly spelled high-frequency words that need to be explicitly taught and mastered at each grade level. (IN) • Learners with speech difficulties may struggle with encoding words. (ME)

Courses
Language Arts K

Phonics and Word Study		
Learners will decode, encode, and connect meaning to word parts and words.		

K.F.10 Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., bat, can, pop).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal IT-LC.6: Understands and uses a wide variety of words for a variety of purposes.	K.F.8 K.F.11 K.F.12 K.R.5	1.F.10
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Recognize that words may have more than one meaning (bat, can, pop). • Define a multiple-meaning word during a text-listening session.	• multi-meaning words • phonics patterns	• Remember, even decodable CVC words often have multiple meanings. (IN) • Learners may not listen to the surrounding context to determine the meaning of the word. (ME)

Courses
Language Arts K Reading K

KINDERGARTEN

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

K.F.11 Orally use new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal IT-LC.6: Understands and uses a wide variety of words for a variety of purposes.	K.F.8 K.F.10 K.F.12 K.R.5	1.F.11
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify words that have unfamiliar meanings. - Identify definitions of a word in context. - Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. - Recognize the parts of a word containing familiar roots or words. - Connect background knowledge and previously learned words to new academic, content-specific vocabulary/words. - Connect new word structure to the structure of previously learned words using phonology, morphology, and word orthography.	- academic words - domain-specific words - morphology - phonology - word orthography - word structure	- Learners may use the new word in an incorrect context because they do not understand its meaning or application. (ME) - Learners may confuse the word with a similar-sounding word with a related but different meaning. (ME) - Learners may make incorrect associations between new vocabulary and prior knowledge leading to misunderstandings. (ME)
Courses		
Language Arts K Reading K		

KINDERGARTEN

Fluency
Learners will read with sufficient accuracy, rate, and expression to support comprehension.

K.F.12 Demonstrate fluency through the application of phonemic and phonological skills.
    a. Accurately and automatically recognize and name all uppercase and lowercase letters of the alphabet in non-sequential order.
    b. Accurately and automatically produce the predictable consonant and short vowel sounds associated with uppercase and lowercase letters in non-sequential order.
    c. Accurately and automatically blend sounds at the word level.
*NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.3: Child identifies letters of the alphabet and produces correct sounds associated with letters. (36-60 months) **K.F.6** **K.F.8**	K.F.9 K.F.10 K.F.11	1.F.12

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Name the letters of the alphabet in order. • Name the letters of the alphabet in non-sequential order. • Produce the correct phonemes to match the grapheme in isolation (without blending). • Produce short vowel sounds and their sounds in isolation. • Blend phonemes in order.	• accurately • automatically • blend • consonants • fluency • lowercase letters • uppercase letters • vowel	• In kindergarten, fluency refers to letter names, sounds, and word recognition. (IN) • Learners with speech difficulties may struggle with producing letter sounds. (ME)

Courses
Language Arts K Reading K

KINDERGARTEN

Foundations of Writing
Learners will write complete sentences and paragraphs.

K.F.13 Write uppercase and lowercase letters accurately

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal IT-LC.13: Child makes marks and uses them to represent objects or actions. (0-36 months)	K.F.9 K.W.1 K.W.3 K.W.4 K.W.5 K.W.6	K.F.14 1.F.13
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Hold a pencil with the correct form. • Draw basic shapes and lines. • Recognize characteristics to form letters (starting place, use of lines, use of space).	• letter • lowercase • uppercase • letter	• Handwriting needs to be explicitly taught and practiced in kindergarten. (IN) • Learners may write letters of inconsistent sizes. (ME) • Learners may place letters incorrectly on the lines or have inconsistent spacing between letters and words. (ME) • Learners may reverse letters. (ME) • Learners may confuse letters that look similar. (ME) • Learners may use an incorrect pencil grip. (ME) • Learners may make errors forming the letters (e.g., incorrect starting point, incorrect stroke sequence). (ME)

Courses
Language Arts K

KINDERGARTEN

Foundations of Writing
Learners will write complete sentences and paragraphs.

K.F.14 Write a simple sentence using subject and predicate, capital letters, punctuation, and appropriate word spacing.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal IT-LC.13: Child makes marks and uses them to represent objects or actions. (0-36 months) **Early Learning Standards Goal P-LIT.6:** Child writes for a variety of purposes using increasingly sophisticated marks. (36-60 months) **Early Learning Standards Goal P-LIT.4:** Child demonstrates an understanding of narrative structure through storytelling/re-telling. (36-60 months) **K.F.13** **K.C.1**	K.F.9 K.W.1 K.W.3 K.W.4 K.W.5 K.W.6 K.L.1	1.F.14

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Recognize a complete thought. • Recognize the required parts of a complete sentence (subject and predicate, who and do). • Identify uppercase letters. • Identify punctuation. • Differentiate between a letter and a word. • Identify appropriate word spacing. • Use appropriate spacing between letters within a word. • Identify sentence features (first word, capitalization, ending punctuation). • Practice saying the sentence before writing. • Use encoding skills to spell accurately.	• capital • predicate • punctuation • sentence • subject • word spacing	• Dictated and learner-generated sentences are appropriate artifacts to show evidence of this standard, dependent on purpose (related standards) and learner needs. (IN) • Learners may reverse or omit letters in words. (ME) • Learners may have inconsistent or incorrect spacing between words. (ME) • Learners may forget to use capital letters at the beginning of sentences or punctuation at the end. (ME) • Learners may have incorrect word order in the sentence. (ME) • Learners may use incorrect or inappropriately placed punctuation. (ME)

Courses
Language Arts K

KINDERGARTEN

COMMUNICATION (C)
Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose

K.C.1 Describe personal interests or tell stories orally to a targeted audience (e.g., peers and adults).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal IT-LC.5: Child uses increasingly complex language in conversation with others. (0-36 months) **Early Learning Standards Goal P-LC.5:** Child expresses self in increasingly long, detailed, and sophisticated ways. (36-60 months)	K.C.2 K.C.3 K.C.4 K.C.6	K.F.14 1.C.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Determine the task, purpose, and targeted audience for sharing ideas. • Identify the personal interest to describe. • Identify the story to tell. • Organize ideas logically. • Express ideas orally.	• describe • personal interests • targeted audience	• Learners may not have a clear beginning, middle, and end, leading to a disorganized story. (ME) • Learners may jump around in time or between topics without clear transitions. (ME) • Learners may not engage with the audience (lack eye contact, use monotone speech, not pause for audience reaction). • Learners may speak too softly or to be understood. (ME) • Learners may use too many fillers ("um", "uh", "like") distracting from their message. (ME)

Courses
Language Arts K Reading K

KINDERGARTEN

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

K.C.2 Speak audibly to express thoughts, feelings, and ideas.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.4: Demonstrates understanding of narrative structure through storytelling/re-telling.	K.C.1 K.C.3 K.C.4 K.C.6	1.C.2
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify the targeted audience. - Determine the volume needed when speaking based on the task. - Share thoughts, feelings, and ideas with a targeted audience using the appropriate volume for the task.	- audibly - feelings - thoughts - words	- Learners may speak too softly to be understood. (ME) - Learners may use too many fillers ("um," "uh," and "like") distracting from their message. (ME) - Learners may speak too rapidly or slowly making it difficult to understand their message. (ME)

Courses
Language Arts K

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

K.C.3 Use words and phrases acquired through conversations, reading, being read to, and responding to texts

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LC.2: Understands and responds to increasingly complex communication and language from others (understands statements, questions, and stories and responds appropriately).	K.C.1 K.C.2 K.C.4 K.C.6	1.C.3
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Participate in a conversation (take turns, wait time, stay on topic, active listening skills). - Show engagement when being read to (focus, listening skills). - Participate in discussions using teacher-provided scaffolds (sentence stems, turn and talk).	- conversation - phrase	- This standard refers to oral communication, not writing. (IN) - Learners may use the new word in an incorrect context because they do not understand its meaning or application. (ME) - Learners may confuse words with similar sounding words with related but different meanings. (ME)

Courses
Language Arts K
Reading K

KINDERGARTEN

Presentational Communication		
Learners will organize and express information in a format appropriate to the audience and purpose.		

K.C.4 Use grade-appropriate, conversational, general academic, and domain-specific words and phrases.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
	K.C.1 K.C.2 K.C.3 K.C.6	1.C.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/Errors (ME)**
• Identify words and phrases that have unfamiliar meanings. • Identify definitions of a word or phrase in context when listening to a text.	• academic words and phrases • conversational words and phrases • domain-specific words and phrases	• This standard refers to oral communication, not writing. (IN) • Learners may use the new word in an incorrect context because they do not understand its meaning or application. (ME) • Learners may confuse words with similar sounding words with related but different meanings. (ME)

Courses
Language Arts K Reading K

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

K.C.6 Participate in conversations by listening to others and taking turns speaking.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
	K.C.1 K.C.2 K.C.3 K.C.4	1.C.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Listen to others and ask questions about the topic. • Take turns speaking during discussions.	• asking questions • conversation • listen • take turns	• Learners may have difficulty waiting for their turn to speak and tend to interrupt others. (ME) • Learners may not know the difference between a statement and a question. (ME)

Courses
Language Arts K

KINDERGARTEN

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

K.C.7 Work collaboratively by following agreed-upon rules and simple one- and two-step oral directions.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
Early Learning Standards Goal P-LC.4: Understands, follows, and uses appropriate social and conversational rules.		1.C.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Explain how photos and illustrations relate to the text. • Use photos and illustrations to compare, contrast, predict, or infer information in shared reading or text-listening experiences. • Participate in shared reading or text-listening experiences (listen, ask, and answer questions). • Ask and answer questions about information from a text -listening experience or shared reading.	• illustration • photograph • shared reading • text-listening experiences	• Learners may struggle to take turns and share materials when working collaboratively. (ME) • Learners may have difficulty listening to and considering the ideas and opinions of others and tend to focus on their own ideas. (ME) • Learners may have difficulty communicating effectively with their peers. (ME) • Learners may have difficulty understanding and accepting assigned roles or responsibilities. (ME) • Learners may not remember to do the second step of a two-step direction. (ME)
Courses		
Language Arts K		

KINDERGARTEN

READING (R)
Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.

Comprehension
Learners will read to understand various complex literary and informational texts.

K.R.2 Respond to a variety of texts, photographs, or illustrations before, during, and after shared reading or other text-listening experiences to compare, contrast, predict, or infer.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.5: Asks and answers questions about a book read aloud. **Early Learning Standards Goal IT-LC.12:** Comprehends meaning from pictures and stories.	K.R.3a K.R.3b K.R.5 K.R.6 K.R.8	1.R.2

Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Explain how photos and illustrations relate to the text. • Use photos and illustrations to compare, contrast, predict, or infer information in shared reading or text-listening experiences. • Participate in shared reading or text-listening experiences (listen, ask, and answer questions). • Ask and answer questions about information from a text -listening experience or shared reading.	• illustration • photograph • shared reading • text-listening experiences	• When making comparisons, learners may focus on obvious, surface-level features rather than deeper similarities or differences. (ME) • Learners may provide vague or non-specific comparisons or contrasts. (ME) • Learners may misinterpret details or miss underlying meanings from the text when making inferences. (ME)

Courses
Language Arts K   Reading K

KINDERGARTEN

Comprehension		
Learners will read to understand various complex literary and informational texts.		

K.R.3a Tell about the informational text, photographs, or illustrations before, during, or after a shared reading or other **text-listening** experience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.5: Asks and answers questions about a book read aloud. **Early Learning Standards Goal IT-LC.12:** Comprehends meaning from pictures and stories.	K.R.2 K.R.5 K.R.6 K.W.3	1.R.3a
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Explain how photos and illustrations relate to the text. • Participate in shared reading or text-listening experiences (listen, ask, and answer questions). • Ask and answer questions about information from a text-listening experience or shared reading.	• illustration • informational text • photograph	• Learners may provide limited details or have difficulty describing due to lack of vocabulary or experience. (ME) • Learners may provide surface-level information and struggle to interpret deeper meanings or more abstract concepts. (ME) • Learners with a lack of background knowledge may have difficulty connecting to the information in the text or images. (ME)

Courses
Language Arts K Reading K

KINDERGARTEN

Comprehension
Learners will read to understand various complex literary and informational texts.

K.R.3b Tell about characters and settings in a literary text during or after a shared reading or other **text-listening** experience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.4: Demonstrates an understanding of narrative structure through storytelling/re-telling (orders events first, then). **Early Learning Standards Goal IT-LC.12:** Comprehends meaning from pictures and stories. **Early Learning Standards Goal P-LIT.5:** Child asks and answers questions about a book that was read aloud. (36-60 month)	K.R.2 K.R.5 K.R.8 K.W.5	1.R.3b

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Explain how photos and illustrations relate to the text. • Participate in shared reading or text-listening experiences (listen, ask, and answer questions). • Ask and answer questions about a literary text shared in a text-listening experience or shared reading. • Identify the characters in a story. • Identify the setting in a story. • Retell the events in a story, ordering them first, then.	• characters • setting	• Learners may provide descriptions of physical traits rather than discussing personalities or motivations. (ME) • Learners may mix up characters and their roles in the story causing inaccurate descriptions. (ME) • Learners may provide vague or incomplete descriptions of the setting, forgetting to describe more specific locations or time periods. (ME) • Learners may omit descriptions of sensory details (sights, sounds, smells, textures) used to bring the setting to life. (ME)

Courses
Language Arts K   Reading K

KINDERGARTEN

<table>
<tr><td colspan="3">Comprehension
Learners will read to understand various complex literary and informational texts.</td></tr>
<tr><td colspan="3">K.R.5 Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>Early Learning Standards Goal IT-LC.6: Understands and uses a wide variety of words for a variety of purposes.</td><td>K.F.10
K.F.11
K.R.2
K.R.3a
K.R.3b</td><td>1.R.5</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>Participate in shared reading (listen, ask, and answer questions).
Recognize unknown words or phrases in a story.
Identify newly taught words in isolation.
Embed newly taught words from a text in responses.
Recognize that words may have more than one meaning (saw, bat, row).</td><td>multiple-meaning phrases
multiple-meaning words
unknown</td><td>Learners may not recognize or use context clues heard in the text to infer the meaning of new words or phrases. (ME)
Learners with a limited vocabulary may struggle to understand and interpret the new words used in the text. (ME)
Learners may mix up words with multiple meanings that may be used in the text. (ME)</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts K
Reading K</td></tr>
<tr><td colspan="3">Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</td></tr>
<tr><td colspan="3">K.R.6 Identify photographs, illustrations, and labels during or after a shared reading or other text-listening experience.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td></td><td>K.R.2
K.R.3a</td><td>1.R.6</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>Identify photographs, illustrations, and labels used in informational texts shared during shared reading or text-listening experiences.
Use text features to understand informational text.</td><td>illustrations
labels
photographs
text features</td><td>Learners may not connect the information presented in the text to the visual images. (ME)
Learners may overlook or disregard labels that provide context or information about the images. (ME)</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts K
Reading K</td></tr>
</table>

KINDERGARTEN

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

K.R.8 Use a variety of fiction texts.
   a. Respond to or reenact characters' feelings in a story, poem, or nursery rhyme during or after a shared reading or other **text-listening** experience.
   b. Compare and contrast the adventures and experiences of characters in familiar stories during or after a shared reading or **text-listening** experience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal IT-LC.12: Comprehends meaning from pictures and stories. **Early Learning Standards Goal P-LIT.5:** Child asks and answers questions about a book that was read aloud. (36-60 month	K.R.2 K.R.3b	1.R.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Demonstrate active listening skills while listening to a text or poem. - Describe characters and settings in a literary/fiction text. - Identify a character's adventures, experiences, feelings, or traits after listening to a story. - Compare and contrast the adventures and experiences of different characters in stories, poems, or nursery rhymes.	- adventures - characters - experiences - fiction text - literary text - setting	- Learners may take the character's feelings at face value and struggle to consider underlying emotions or motivations. (ME) - Learners may fail to connect with the character's feelings due to a lack of personal experience or understanding. (ME) - Learners may apply their own feelings or experiences to the characters without considering the context of the story. (ME) - When comparing characters, learners may focus only on surface similarities or differences in the characters' adventures. (ME) - Learners may provide vague comparisons lacking specific examples or evidence from the text. (ME) - Learners may confuse plot events from different stories leading to inaccurate comparisons. (ME)

Courses
Language Arts K   Reading K

KINDERGARTEN

WRITING (W)
Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

K.W.1 Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
	K.F.13 K.F.14 K.W.3 K.W.4 K.W.5 K.W.6 K.L.1	1.W.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the task, purpose, and audience for writing. • Interact during shared writing experiences. • Express relevant ideas and thoughts orally. • Express relevant ideas through drawing. • Write uppercase and lowercase letters accurately. • Share ideas using complete, simple sentences.	• audience • purpose • task	• Task, purpose, or audience may include things like writing a thank you letter, responding to a science or social studies lesson, an invitation to a classroom event, or generating a list of questions for a guest speaker. (IN) • Learners may not understand the task or purpose of writing or drawing. (ME) • Learners may not understand who their audience is or what the audience knows or expects. (ME)

Courses
Language Arts K

KINDERGARTEN

<table>
<tr><td colspan="3" style="background-color:#d9ead3">Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</td></tr>
<tr><td colspan="3">K.W.3 Draw and write informative pieces on a topic. (See standards L.1, F.14.)</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td></td><td>Library Media: K.E.1
K.F.13
K.F.14
K.R.3a
K.W.1
K.W.6
K.L.1</td><td>1.W.3</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

Identify the task, purpose, and audience for writing.
Interact during shared writing experiences.
Express relevant ideas and thoughts orally.
Express relevant ideas through drawing.
Write uppercase and lowercase letters accurately.
Share ideas using complete, simple sentences.

</td>
<td>

draw
informative pieces
topic
write

</td>
<td>

As this skill develops, learners often must rehearse orally before writing and drawing on paper. (IN)
Learners may struggle to identify what is important and what is not. (ME)
Learners may have difficulty staying on topic throughout the writing piece. (ME)

</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts K</td></tr>
</table>

KINDERGARTEN

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

K.W.4 Draw and write opinion pieces on a topic. (See standards L.1, F.14.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
	Library Media: K.E.1 K.F.13 K.F.14 K.W.1 K.W.6 K.L.1	1.W.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the task, purpose, and audience for writing. • Interact during shared writing experiences. • Discuss the differences between facts and opinions. • Express relevant ideas and thoughts orally. • Express relevant ideas through drawing. • Write uppercase and lowercase letters accurately. • Share ideas using complete, simple sentences.	• draw • opinion • topic • write	• As this skill develops, learners often must rehearse orally before writing and drawing on paper. (IN) • Learners may struggle with understanding what a fact and an opinion are. (ME) • Learners may have difficulty staying on topic throughout the writing experience. (ME) • Learners may have difficulty determining what is relevant and what is not. (ME)

Courses
Language Arts K

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

K.W.5 Draw and write narrative pieces that describe a single event. (See standards L.1, F.14.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
Early Learning Standards Goal P-LIT.4: Demonstrates an understanding of narrative structure through storytelling/re-telling.	K.F.13 K.F.14 K.R.3b K.W.1 K.W.6 K.L.1	1.W.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Recall events. • Identify an important event. • Express relevant ideas and thoughts orally. • Express relevant ideas through drawing. • Write uppercase and lowercase letters accurately. • Share ideas using complete sentences.	• draw • event • narrative • write	• As this skill develops, learners often must rehearse orally before writing and drawing on paper. (IN) • Learners may struggle to keep to one topic. (ME) • Learners may have difficulty describing events in sequence. (ME) • Learners may have difficulty determining which ideas are relevant and which are not. (ME)

Courses
Language Arts K

KINDERGARTEN

<table>
<tr>
<td colspan="3" style="background:#d9ead3">**Writing Process and Craft**
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</td>
</tr>
<tr>
<td colspan="3">**K.W.6** Develop and strengthen writing utilizing the five steps appropriate to the task:
   a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
   b. Drafting: Develop writing from the planning process. (See standard K.F.14.)
   c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. (See standard K.W.7.)
   d. Editing: Improve writing by using appropriate grade-level spelling (see standard K.F.9), sentence writing (see standard K.L.1), and grammar standards (see standard K.L.2).
   e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</td>
</tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
	K.F.9 K.W.13 K.F.14 K.W.1 K.W.3 K.W.4 K.W.5 K.W.7 K.L.1 K.L.2	1.W.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Understand that writing is a process in which thoughts and words are put on paper to share one's message. Then one goes back to edit the message.	• audience • drafting • editing • planning • presentation • publishing • purpose • revising • task	• Kindergarten learners will not use this entire process on all writing pieces. They may work through some of the steps that are appropriate for the piece and audience. Select a few pieces throughout the year to utilize the entire process. (IN) • Meaningful writing at this level will start as a drawing. (IN)

Courses
Language Arts K

<table>
<tr>
<td colspan="3" style="background:#d9ead3">**Writing Process and Craft**
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</td>
</tr>
<tr>
<td colspan="3">**K.W.7** Produce shared and interactive writing with emotion or personality expressed through word choice.</td>
</tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
	K.W.6 K.L.2	1.W.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Use words to describe emotions. • Make word choices reflecting one's personality when writing. • Participate in shared and interactive writing experiences (listen, ask, and answer questions).	• emotion • personality • word choice	• Learners with limited vocabulary may use simple or repetitive language. (ME)

Courses
Language Arts K

KINDERGARTEN

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

K.L.1 Compose a simple sentence.
   a. Begin with a capital letter and capitalize the pronoun I.
   b. Use appropriate word spacing.
   c. Conclude with a punctuation mark.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
	K.F.14 K.W.3 K.W.4 K.W.5 K.W.6 K.L.2	1.L.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Recognize a complete thought. - Recognize the required parts of a complete sentence (subject and predicate, who and do). - Explain when uppercase letters are used in sentences. - Use appropriate spacing between letters within words and words when writing. - Identify punctuation.	- capital letter - punctuation - sentence - word spacing	- This skill starts with oral language. (IN) - Learners may forget either the subject or verb in their sentence. (ME) - Learners may place words in the incorrect order. (ME) - Learners may forget to capitalize the first word of the sentence or may forget the punctuation at the end. (ME)

Courses
Language Arts K

KINDERGARTEN

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

K.L.2 Identify parts of speech in sentences orally, with illustrations, or in writing:
  a. concrete objects such as people, places, or things (i.e., nouns)
  b. words as actions (i.e., verbs)
  c. color and size adjectives
  d. the pronoun I
  e. spatial and time relationships such as up, down, before, and after

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
	K.W.6 K.W.7 K.L.1	1.L.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Recognize nouns (people, places, things) in isolation. • Recognize action verbs in isolation. • Identify descriptive adjectives (color, size) in isolation. • Recognize the pronoun I in isolation. • Recognize the meaning of the pronoun I, which is always capitalized. • Recognize and demonstrate prepositions (up, down, before, after) in isolation.	• adjective • noun • pronoun • verb	• Learners may use child-friendly terms rather than pronouns, adjectives, verbs, or nouns. (IN) • Learners may confuse nouns, adjectives, and verbs. (ME) • Learners may not capitalize the pronoun I. (ME)

Courses
Language Arts K

FOUNDATIONS OF LITERACY (F)
Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.

Print Concepts
Learners will demonstrate knowledge of books, print, and written language and how they function.

1.F.3 Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.F.3	1.W.1	1.F.14 1.W.3 1.W.4 1.W.5 1.W.6 1.L.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Follow words in a sentence from left to right. • Recognize that sentences have letters, words, spaces between words, capitalization, and ending punctuation. • Identify a sentence. • Identify the first word of the sentence. • Recognize that the first word of a sentence is capitalized. • Identify periods, question marks, and exclamation marks. • Identify the ending punctuation of a sentence. • Recognize that sentences end with periods, question marks, or exclamation marks.	• capitalization • ending punctuation • exclamation mark • first word • period • question mark • sentence	• This standard requires learners to identify elements of a sentence only. They do not need to use them in writing. (IN) • Learners may not recognize the punctuation marks used at the end of a sentence (period, question mark, exclamation mark). (ME)

Courses
Language Arts1 Reading 1

Phonological and Phonemic Awareness
Learners will accurately manipulate phonemes (sounds) in the spoken language.

1.F.5 Segment one-syllable spoken words into four or more phonemes.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.F.5	1.F.6 1.F.7 1.F.9	2.F.8 2.F.9
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Repeat spoken sounds. • Identify spoken, one-syllable words. • Identify individual phonemes. • Segment words up to three phonemes.	• phoneme • segment • syllable	• Diagonal marks (//) represent the letter sound, not the letter name. (IN) • Learners with speech difficulties may struggle with this standard. (ME)

Courses
Language Arts1 Reading 1

FIRST GRADE

Phonological and Phonemic Awareness		
Learners will accurately manipulate phonemes (sounds) in the spoken language.		

1.F.6 Blend four or more phonemes to produce a spoken word or syllable.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.F.6	1.F.5 1.F.7 1.F.8	2.F.8 2.F.9
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Repeat spoken sounds. • Identify spoken, one-syllable words. • Identify individual phonemes. • Blend words up to three phonemes.	• blend • phoneme • syllable	• Diagonal marks (//) represent the letter sound, not the letter name. (IN) • Learners with speech difficulties may struggle with this standard. (ME)

Courses
Language Arts1 Reading 1

Phonological and Phonemic Awareness		
Learners will accurately manipulate phonemes (sounds) in the spoken language.		

1.F.7 Manipulate parts of spoken words.
   a.   Delete initial and final phonemes or word parts.
   b.   Substitute initial, medial vowel, final phonemes, or word parts.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.F.7	1.F.5 1.F.6	2.F.8 2.F.9
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Understand that a word is made up of phonemes. • Isolate the initial phoneme. • Isolate the final phoneme. • Isolate the medial vowel phoneme.	• delete • final • initial • medial • substitute	• Learners may have difficulty identifying the initial, medial, and final locations of phonemes and may confuse the terms. (ME) • Learners with speech difficulties may struggle with this standard. (ME)

Courses
Language Arts1 Reading 1

FIRST GRADE

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

1.F.8 Decode words with phoneme-grapheme correspondences:
  a. consonant digraphs
  b. two consonant blends at the beginning and end of words
  c. single consonant after a short vowel
  d. soft and hard c and g; s as /z/
  e. closed and open syllables
  f. silent e in single-syllable words
  g. vowel teams
  h. r-controlled
  i. prefixes and suffixes (two-syllable words) (e.g., redo, undo, doing)
  j. functions of y
  k. contractions
  l. irregularly spelled high-frequency words

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.F.8	1.F.6 1.F.7 1.F.9 1.F.12	2.F.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Blend phonemes to produce a spoken word. • Decode words with predictable consonants. • Decode words with predictable short vowels spelled with a, e, i, o, u. • Decode words with long vowels associated with single letters in open one-syllable words. • Decode irregularly spelled high-frequency words. • Identify and produce sounds for digraphs.	• consonant • contraction • decode • digraph • short vowel • vowel team	• Diagonal marks (//) represent the letter sound, not the letter name. (IN) • Closed Syllable - a vowel is followed by (or closed in by) one or more consonants; vowel sound is 'short.' (IN) • Open Syllable - a syllable with a long vowel sound where the vowel is open, meaning there is no consonant after it. (IN) • High-frequency vs. Sight Words - high-frequency words are the most commonly used in the English language. Sight words are instantly recognized and identified without conscious effort. (IN) • Words should be orthographically mapped so learners can read them automatically and accurately rather than relying on a list of memorized words. (IN) • Skills will need to be built in an explicit, systematic, and cumulative manner. (IN) • Districts/schools can determine the specific blends, vowel teams, prefixes/ suffixes, and irregularly spelled high-frequency words that need to be explicitly taught and mastered at each grade level. (IN) • Learners may confuse similar-looking or similar-sounding consonant digraphs (e.g., /sh/, /ch/). (ME) • Learners with speech difficulties may struggle with decoding words. (ME)

		• Learners may omit one of the sounds in a consonant blend. (ME)
Courses		
Language Arts1 Reading 1		

FIRST GRADE

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

1.F.9 Encode words with phoneme-grapheme correspondences:
a. digraphs
b. two consonant blends
c. silent e
d. double consonants at the end of words
e. irregularly spelled high-frequency words

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.F.9	1.F.5 1.F.8 1.F.13 1.F.14 1.W.6	2.F.9

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Recognize characteristics to form letters (starting place, use of lines, use of space). • Produce the correct graphemes to match the phonemes in isolation. • Represent each phoneme within a word. • Represent predictable parts of irregularly spelled high-frequency words. • Segment one-syllable spoken words into phonemes.	• encode • digraph • consonant • blend • irregular	• Words should be orthographically mapped so learners can spell them automatically and accurately rather than relying on a list of memorized words. (IN) • Districts/schools can determine the specific irregularly spelled high-frequency words that need to be explicitly taught and mastered at each grade level. (IN) • Learners may forget one of the consonants in the digraph or blend. (ME) • Learners may omit the silent e at the end of a word. (ME) • Learners may omit one of the double consonants. (ME) • Learners with speech difficulties may struggle with encoding words. (ME)

Courses
Language Arts1

FIRST GRADE

Phonics and Word Study		
Learners will decode, encode, and connect meaning to word parts and words.		
1.F.10 Determine the meaning of multiple-meaning words with phonics patterns taught (e.g., sand, match, play).		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
K.F.10	1.F.11 1.R.5	2.F.10
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Recognize that words may have more than one meaning (sand, match, play). • Define a multiple-meaning word during a text-listening session.	• multi-meaning words • phonics patterns	• Learners may not consider the context in which the word is used. (ME) • Learners may focus on the most common meaning of the word rather than considering the context in which the word is used. (ME) • Learners may confuse homophones or homographs. (ME)
Courses		
Language Arts1 Reading 1		

FIRST GRADE

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

1.F.11 Use new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.
   a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.F.11	1.F.10 1.R.5	2.F.11

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify words that have unfamiliar meanings. • Identify definitions of a word in context. • Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. • Recognize the parts of a word containing familiar roots or words. • Connect background knowledge and previously learned words to new academic, content-specific vocabulary/words. • Connect new word structure to the structure of previously learned words using phonology, morphology, and word orthography.	• academic words • domain-specific words • word structure • morphology • word orthography	• Phonology is the rule system within a language by which phonemes can be sequenced, combined, and pronounced to make words. (IN)*** • Morphology is the study of meaningful units in language and how the units are combined in word formation. (IN)*** • Word orthography is a writing system for representing language (our standards are written around English orthography). (IN)*** • Learners may make incorrect associations between new vocabulary and prior knowledge leading to misunderstandings. (ME) ***all definitions are from LETRS

Courses
Language Arts1 Reading 1

FIRST GRADE

Fluency
Learners will read with sufficient accuracy, rate, and expression to support comprehension.

1.F.12 Read accurately and automatically
a. at the word level
b. at the sentence level
c. a variety of first-grade texts with expression, phrasing, purpose, and understanding
*NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.F. 8 K.F.12	1.F.8	2.F.12

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Produce the predictable consonant and short vowel sounds associated with uppercase and lowercase letters in non-sequential order accurately and automatically. • Decode single-syllable words with short vowel sounds accurately and automatically.	• accurately • automatically • expression • phrasing • purpose	• First-grade text choices are highly dependent on learner progress on 1.F.8. (IN) • By the end of the year, all phonics skills from 1.F.8 need to be applied in reading connected text. (IN) • Learners may replace a word with another word that has a similar meaning but changes the meaning of the sentence. (ME) • Learners may add words or phrases not in the text. (ME) • Learners may skip words or parts of words while reading. (ME) • Learners may repeat words or phrases. (ME) • Learners may mispronounce words. (ME) • Learners may ignore punctuation or may not pause or adjust intonation at punctuation marks. (ME) • Learners may read in a monotone tone without expression or emphasizing keywords or phrases. (ME) • Learners may read word by word without grouping words into meaningful phrases. (ME) • Learners may pause frequently to decode words or struggle with word recognition. (ME)

Courses
Language Arts1 Reading 1

FIRST GRADE

Foundations of Writing		
Learners will write complete sentences and paragraphs.		

1.F.13 Write uppercase and lowercase letters accurately and automatically.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.F.13	1.F.9 1.F.14 1.W.1 1.W.3 1.W.4 1.W.5 1.W.6	2.F.13
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Hold a pencil using the correct form. • Use characteristics to form letters (starting place, use of lines, use of space). • Recognize when to self-correct letter formations.	• uppercase • lowercase • letter	• Handwriting needs to be explicitly taught and practiced in first grade. Corrective feedback is necessary to support accurate letter formation, which aids a learner in developing handwriting automaticity. (IN) • Learners may write letters of inconsistent sizes. (ME) • Learners may place letters incorrectly on the lines or have inconsistent spacing between letters and words. (ME) • Learners may reverse letters. (ME) • Learners may use an incorrect pencil grip. (ME) • Learners may make errors in forming letters (e.g., incorrect starting point, incorrect stroke sequence). (ME)
Courses		
Language Arts1		

FIRST GRADE

Foundations of Writing
Learners will write complete sentences and paragraphs.

1.F.14 Write simple sentences using subject and predicate, capital letters, punctuation, and appropriate word spacing.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
K.F.14 1.F.3 1.F.13	1.F.9 1.W.1 1.W.3 1.W.4 1.W.5 1.W.6 1.L.1	2.F.14
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Locate a complete sentence in a text. - Recognize the required parts of a complete sentence (subject, predicate, who, and do). - Explain when capital letters and punctuation are used in sentences. - Write uppercase and lowercase letters accurately and automatically. - Use appropriate spacing between letters and words. - Identify the features of a sentence (first word, capitalization, ending punctuation). - Write a sentence with a subject and predicate. - Use correct capitalization, punctuation, and word spacing when writing sentences. - Practice saying the sentence before writing. - Use encoding skills to spell accurately.	- sentence - subject - predicate - capital - punctuation	- Dictated and learner-generated sentences are appropriate artifacts that show evidence of this standard and are dependent on purpose (related standards) and learner needs. (IN) - Learners may reverse or omit letters in words. (ME) - Learners may have inconsistent or incorrect spacing between words. (ME) - Learners may not use capital letters at the beginning of sentences or punctuation at the end. (ME) - Learners may use incorrect word order in the sentence. (ME) - Learners may use incorrect or inappropriately placed punctuation. (ME)
Courses		
Language Arts1		

FIRST GRADE

<table>
<tr><td colspan="3" align="center">COMMUNICATION (C)
Learners will organize and express ideas in a format appropriate for the audience and purpose,
focusing on skills involved with collaboration, active listening, and oral presentation of information.</td></tr>
<tr><td colspan="3">Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.</td></tr>
<tr><td colspan="3">1.C.1 Describe people, places, things, and events with relevant details, expressing ideas orally to a targeted audience (e.g., peers and adults).</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>K.C.1</td><td>1.C.2
1.C.3
1.C.6</td><td>2.C.1</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

Determine the task, purpose, and targeted audience for sharing ideas.
Determine which information about people, places, things, or events is relevant for the task, purpose, or target audience.
Organize ideas logically.
Express ideas orally.

</td><td>

relevant details
describe
targeted audience

</td><td>

Learners may struggle to provide specific details supporting their description. (ME)
Learners may go off-topic or include irrelevant details. (ME)

</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts1
Reading 1</td></tr>
<tr><td colspan="3">Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.</td></tr>
<tr><td colspan="3">1.C.2 Speak audibly in complete sentences to express thoughts, feelings, and ideas.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>K.C.2</td><td>1.C.1</td><td>2.C.2</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

Speak in complete sentences to express information and ideas.
Determine the volume needed when speaking based on the task.
Provide details to clarify information and ideas.

</td><td>

complete sentences
audibly
thoughts
words
feelings

</td><td>

Learners may speak too softly to be understood. (ME)
Learners may use too many fillers ("um," "uh," and "like") distracting from their message. (ME)
Learners may speak too rapidly or slowly making it difficult to understand their message. (ME)

</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts1</td></tr>
</table>

FIRST GRADE

<table>
<tr><td colspan="3" style="background:pink">Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.</td></tr>
<tr><td colspan="3">1.C.3 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.</td></tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.C.3	1.C.1 1.C.4 1.C.6	2.C.3
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Participate in conversations and discussions (take turns, wait time, stay on topic, active listening skills). • Show engagement when being read to (focus, listening skills, asking related questions) • Use complete thoughts, phrases, or sentences to respond. • Use frequently occurring conjunctions (or, and, but).	• conjunctions • word/phrase relationships	• This standard refers to oral communication, not writing. (IN) • Learners may use the new word in an incorrect context because they do not understand its meaning or application. (ME) • Learners may confuse words that sound similar but have different meanings. (ME)

Courses
Language Arts1 Reading 1

<table>
<tr><td colspan="3" style="background:pink">Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.</td></tr>
<tr><td colspan="3">1.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.</td></tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.C.4	1.C.3 1.C.6 1.L.2	2.C.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify words and phrases that have unfamiliar meanings. • Identify definitions of a word or phrase in context. • Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. • Recognize the parts of a word containing familiar roots or words. • Use a glossary or beginning dictionary to find the meaning of a word.	• conversational words and phrases • academic words and phrases • domain-specific words and phrases	• This standard refers to oral communication, not writing. (IN) • Learners may use the new word in an incorrect context because they do not understand its meaning or application. (ME) • Learners may confuse words that sound similar but have different meanings. (ME)

Courses
Language Arts1 Reading 1

FIRST GRADE

Collaboration
Learners will work effectively with their peers to accomplish a common goal or purpose.

1.C.6 Participate in conversations by listening to others and taking turns speaking about topics, continuing through multiple exchanges.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.C.6	1.C.1 1.C.3 1.C.4 1.C.7	2.C.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Listen to others and ask questions about the topic. • Take turns speaking during discussions. • Remain on topic during conversations through multiple exchanges.	• conversation • asking questions • take turns • listen	• Learners have difficulty differentiating between asking questions and using statements. (ME) • Learners have difficulty taking turns during conversations and tend to interrupt the speaker. (ME) • Learners have difficulty remaining on the topic during discussions. (ME)

Courses
Language Arts1

Collaboration
Learners will work effectively with their peers to accomplish a common goal or purpose.

1.C.7 Work collaboratively by following agreed-upon rules and simple two- and three-step oral directions and offering one- and two-step verbal directions.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.C.7	1.C.6	2.C.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify rules/norms for the group. • Establish rules/norms for the group. • Identify roles within the group. • Follow the rules/norms set by the group. • Follow and provide one-step oral directions. • Follow and provide two-step oral directions.	• collaboration • rules • one-step directions • two-step directions	• Learners may struggle to take turns and share materials when working collaboratively. (ME) • Learners may have difficulty listening to and considering the ideas and opinions of others, focusing instead on their own ideas. (ME) • Learners may have difficulty communicating effectively with their peers. (ME) • Learners may have difficulty understanding and accepting assigned roles or responsibilities. (ME) • Learners may have difficulty remembering to do the second or third step of a multi-step direction. (ME)

Courses
Language Arts1

FIRST GRADE

<table>
<tr><td colspan="3" style="text-align:center">READING (R)
Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</td></tr>
</table>

Comprehension *Learners will read to understand various complex literary and informational texts.*		

1.R.2 Ask and answer questions about a variety of texts, genres, photographs, or illustrations before, during, and after shared reading or other **text-listening** experiences to compare, contrast, predict, or infer.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.R.2	1.R.3a 1.R.3b 1.R.6 1.R.8	2.R.2 2.R.3a 2.R.3b
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify photographs and illustrations. • Identify the difference between literary and informational text. • Recall details from a text. • Explain differences and similarities between text details. • Use prior knowledge and textual details to discuss a text and think about future events in the text (ask and answer questions). • Participate in shared readings (listen, ask, and answer questions).	• genre • photograph • illustration • compare • contrast • predict • infer	• When making comparisons, learners may focus on obvious, surface-level features rather than deeper similarities or differences. (ME) • Learners may provide vague or non-specific comparisons or contrasts. (ME) • Learners may misinterpret details or miss underlying meanings from the text when making inferences. (ME)

Courses
Language Arts1 Reading 1

Comprehension *Learners will read to understand various complex literary and informational texts.*		

1.R.3a Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other **text-listening** experiences.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.R.3a	1.R.2 1.R.6	2.R.3a
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify how photos and illustrations relate to the informational text. • Identify the topic of an informational text. • Share accurate information from an informational text. • Participate in shared readings (listen, ask, and answer questions).	• topic • informational text • photograph • illustration	• Learners may interpret texts and images literally, focusing on specific details rather than understanding the overall topic. (ME) • When interpreting photographs or illustrations, learners may be distracted by elements in the image that do not represent the main topic. (ME)

Courses
Language Arts1 Reading 1

FIRST GRADE

<table>
<tr>
<td colspan="3">Comprehension
Learners will read to understand various complex literary and informational texts.</td>
</tr>
<tr>
<td colspan="3">1.R.3b Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.</td>
</tr>
<tr>
<td>Preceding Standard(s)</td>
<td>Related Standard(s)</td>
<td>Successive Standard(s)</td>
</tr>
<tr>
<td>K.R.3b</td>
<td>1.R.2
1.R.8</td>
<td>2.R.3b</td>
</tr>
<tr>
<td>Prerequisite Skills</td>
<td>Key Vocabulary</td>
<td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td>
</tr>
<tr>
<td>

Identify how illustrations support character, setting, and event development in a literary text.
Recall sequential events from a literary text.
Share accurate information from a literary text (characters, setting, plot).
Participate in shared readings (listen, ask, and answer questions).

</td>
<td>

characters
setting
plot

</td>
<td>

In texts with multiple characters, learners may mix up characters or overlook minor characters. (ME)
Learners may overlook important details about the setting (e.g., time period, specific location) or focus on irrelevant or minor details. (ME)
In texts with multiple settings, learners may confuse them or merge details from different settings into one. (ME)
Learners may mix up the sequential order of events in the plot. (ME)
Learners may not understand how one event leads to another within the plot. (ME)
Learners may not recognize the conflict or resolution of that conflict within the plot. (ME)

</td>
</tr>
<tr>
<td colspan="3">Courses</td>
</tr>
<tr>
<td colspan="3">Language Arts1
Reading 1</td>
</tr>
</table>

FIRST GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		

1.R.5 Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other **text-listening** experiences.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.R.5	1.F.10 1.F.11	2.R.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Participate in shared reading (listen, ask, and answer questions). • Recognize unknown words or phrases in a story. • Embed newly taught words from a text in oral responses. • Recognize words that may have more than one meaning (saw, bat, row).	• unknown • multiple-meaning words • multiple-meaning phrases	• This standard refers to oral communication, not writing. (IN) • Learners may provide limited details or have difficulty describing due to lack of vocabulary or experience. (ME) • Learners may provide surface-level information and struggle to interpret deeper meanings or more abstract concepts. (ME) • Learners with a lack of background knowledge may have difficulty connecting to the information in the text or images. (ME)

Courses
Language Arts1 Reading 1

FIRST GRADE

<table>
<tr><td colspan="3" style="background:#f8d7c0">Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</td></tr>
<tr><td colspan="3">1.R.6 Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>K.R.6</td><td>1.R.2
1.R.3a</td><td>2.R.6</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

- Identify photographs, illustrations, and labels used in informational texts shared during shared reading or text-listening experiences.
- Use text features to understand informational text.

</td><td>

- text features
- table of contents
- headings
- captions
- diagrams
- bold print
- underlined words

</td><td>

- Learners may not understand the table of contents provides an overview of the text or how it used to find specific sections or pages of a text. (ME)
- Learners may overlook headings or not understand how they are used to showing the topics of the sections that follow. (ME)
- Learners may overlook captions or link them to the incorrect images without realizing they add information or context to the image. (ME)
- Learners may have difficulty interpreting diagrams, especially if they contain labels or multiple parts. (ME)

</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts1
Reading 1</td></tr>
</table>

FIRST GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

1.R.8 Use a variety of fiction texts.
- a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other **text-listening** experience.
- b. Compare and contrast the adventures and experiences of characters in stories during or after a shared reading or other **text-listening** experience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.R.8	1.R.2 1.R.3b	2.R.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Demonstrate active listening skills while listening to a text or poem. - Describe the character, setting, and events of a text. - Identify adventures, experiences, feelings, or traits of a character after listening to a story. - Compare and contrast the adventures and experiences of different characters in stories, poems, or nursery rhymes.	- character trait - characters - setting - adventures - experiences	- Learners may ignore the context clues indicating a character's feelings or traits. (ME) - Learners may project their own feelings or experiences onto characters leading to misinterpretation of traits or feelings. (ME) - Learners may confuse temporary feelings with character traits. (ME) - When comparing, learners may focus on less important details, missing key differences and similarities. (ME) - Learners may have difficulty tracking the sequence of events leading to confusion about how different adventures or experiences compare. (ME) - Learners may mix up events from different stories. (ME)

Courses
Language Arts1 Reading 1

FIRST GRADE

WRITING (W)
Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

1.W.1 Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.W.1	1.F.3 1.F.14 1.W.3 1.W.4 1.W.5 1.W.6 1.W.7 1.L.1	2.W.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the task, purpose, and audience for writing. • Interact during shared writing experiences. • Express relevant ideas and thoughts orally. • Write uppercase and lowercase letters accurately. • Share ideas using complete sentences. • Write a complete, simple sentence on a topic containing a subject and predicate, and correct capitalization, punctuation, and word spacing.	• task • purpose • audience	• Task, purpose, or audience may include things like writing a thank you letter, responding to a science or social studies lesson, an invitation to a classroom event, or generating a list of questions for a guest speaker. (IN) • Learners may struggle with understanding the needs and interests of the intended audience, especially when it is different from their own. (ME) • Learners may have difficulty maintaining a consistent focus or staying on one topic throughout their piece. (ME) • Learner's writing may lack a clear beginning, middle, and end or have information presented in a mixed-up order. (ME)

Courses
Language Arts1

FIRST GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

1.W.3 Write informative pieces that detail the topic. (See standards L.1, F.14.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.W.3 1.F.3	**Library Media**: 1.E.1 1.F.13 1.F.14 1.W.1 1.L.1 1.L.2	2.W.3
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the features of an informative writing piece. • Produce or recall information about a topic. • Identify important details. • Write uppercase and lowercase letters accurately. • Write a complete, simple sentence on a topic containing a subject and predicate, and correct capitalization, punctuation, and word spacing.	• informative • detail • topic	• As this skill develops, learners must often rehearse orally before writing on paper. (IN) • Learners may struggle to identify important details to record about a topic. Learners have difficulty determining what is and is not important. (ME) • Learners may include personal stories or fictional elements rather than focusing on facts. (ME) • Learners may rely heavily on prior knowledge rather than seeking out new information. (ME) • Learners may struggle with organizing and sequencing information creating a piece that is difficult to follow. (ME) • Learners may provide minimal details or have difficulty maintaining focus throughout the piece. (ME)

Courses
Language Arts1

FIRST GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

1.W.4 Write opinion pieces on a topic using a reason to support the opinion. (See standards L.1, F.14.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.W.4 1.F.3	**Library Media**: 1.E.1 1.F.13 1.F.14 1.W.1 1.L.1 1.L.2	2.W.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Differentiate between facts and opinions. - Identify an opinion and reasons that support that opinion orally. - Share an opinion, including reasons that support the opinion orally. - Write uppercase and lowercase letters accurately. - Write a complete, simple sentence on a topic containing a subject and predicate, and correct capitalization, punctuation, and word spacing.	- opinion piece - topic - reasons	- As this skill develops, learners most often rehearse orally before writing on paper. (IN) - Learners tend to struggle with differentiating between facts and opinions. (ME) - Learners tend to have difficulties expressing their own opinions or the reasons supporting their opinions. (ME) - Learners may have difficulty organizing their writing and having clear transitions between ideas. (ME)
Courses		
Language Arts1		

FIRST GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

1.W.5 Write narrative pieces that describe a single event with a beginning, middle, and end. (See standards L.1, F.14.)		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
K.W.5 1.F.3	1.F.13 1.F.14 1.W.1 1.L.1 1.L.2	2.W.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Recall events. • Express relevant ideas and thoughts orally. • Determine if events are important. • Recognize the sequential order of events. • Share ideas orally using complete sentences. • Write uppercase and lowercase letters accurately. • Write complete, simple sentences containing a subject and predicate, using capital letters, punctuation, and word spacing correctly.	• narrative • event • beginning • middle • end	• As this skill develops, learners must often rehearse orally before writing on paper. (IN) • Learners may struggle with recording events in sequential order. (ME) • Learners may find it difficult to create smooth transitions between the beginning, middle, and end. (ME) • Learners may provide limited details which do not adequately describe the settings, characters, or actions. (ME) • Learners may have difficulty maintaining focus on a single event or maintaining consistency in characters, plot, or setting. (ME)
Courses		
Language Arts1		

FIRST GRADE

Writing Process and Craft
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

1.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task.
   a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
   b. Drafting: Develop writing from the planning process.
   c. Revising: Improve writing by adding more details or deleting unnecessary wording or information (see standard 1.W.7).
   d. Editing: Improve writing by using appropriate grade-level spelling (see standard 1.F.9), sentence writing (see standard 1.L.1), and grammar standards (see standard 1.L.2).
   e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.W.6 1.F.3	1.F.9 1.F.13 1.F.14 1.W.1 1.W.7 1.L.1 1.L.2	2.W.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Understand that writing is a process in which thoughts and words are put on paper to share one's message. Then, one goes back to edit the message.	• planning • drafting • revising • editing • presentation • publishing • task • purpose • audience	• Learners will not use this entire process on all writing pieces. They may just work through some of the steps that are appropriate for the piece and audience. Select a few pieces throughout the year to utilize the entire process. (IN) • Revising may occur at the sentence level. (IN) • Learners may assume that once they finish drafting a piece, it is finished. (ME)

Courses
Language Arts1

Writing Process and Craft
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

1.W.7 Produce writing with emotion or personality expressed through word choice.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.W.7	1.W.1 1.W.6 1.L.1 1.L.2	2.W.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Use words to describe emotions. • Make word choices reflecting one's personality when writing.	• emotion • personality • word choice	• Learners may rely on overused, basic words due to limited vocabulary skills. (ME)

Courses
Language Arts1

FIRST GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

1.L.1 Compose simple sentences.
   a. Begin with a capital letter and capitalize proper names, months, and days of the week.
   b. Conclude with a period, question mark, or exclamation mark.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.L.1 1.F.3	1.F.14 1.W.3 1.W.4 1.W.5 1.W.6 1.L.2	2.L.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Recognize a complete thought. • Identify the required parts of a complete sentence (subject and predicate, who and do). • Explain when capital letters are used (proper names, months, days of the week). • Use appropriate spacing between letters within words and words when writing. • Use punctuation at the end of sentences (period, question mark, exclamation mark). • Compose simple sentences that start with capital letters, capitalize the pronoun I, use appropriate word spacing, and conclude with a punctuation mark.	• simple sentence • capital letter	• Learners may struggle with spacing between words. They may need tools to assist with spacing. (ME) • Learners may not capitalize the pronoun I, proper names, months, or days of the week when writing. (ME) • Learners may not add punctuation at the end of sentences or may use incorrect punctuation for the type of sentence they are writing. (ME) • Learners may not capitalize the first words in sentences written. (ME) • Learners may mix up the order of words in the sentence. (ME)

Courses

Language Arts 1

FIRST GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

1.L.2 Recognize and use parts of speech in sentences:
   a.   nouns as concrete objects (i.e., people, places, and things)
   b.   regular plural nouns
   c.   present-tense verbs as actions
   d.   color, size, and number adjectives
   e.   the pronouns I, me, you, and we
   f.   the conjunctions and, or, but

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
K.L.2	1.C.4 1.W.3 1.W.4 1.W.5 1.W.6 1.W.7 1.L.1 1.C.4	2.L.2
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Name the parts of speech (nouns, verbs, adjectives, pronouns). • Differentiate between nouns and verbs. • Identify nouns as concrete objects (people, places, things) orally and in writing. • Identify verbs as actions orally and in writing. • Identify subjects and predicates and describe how they are used in a sentence. • Identify descriptive adjectives (color, size) orally and in writing. • Identify the pronouns I orally and in writing. • Combine two sentences orally using the conjunctions and, or, but.	• noun • plural • verb tense • adjective • pronoun • conjunction	• Learners may demonstrate an understanding of the parts of speech by identifying them in sentences. (IN) • At the beginning of instruction, learners may use child-friendly terms rather than pronouns, adjectives, verbs, or nouns. By the end of the year, learners will need to use the correct terms. (IN) • Learners may not match subjects and verbs used in the sentence. (ME) • Learners may misuse subject (I, we) and object (me, us) pronouns. (ME)

Courses
Language Arts 1

SECOND GRADE

<table>
<tr><td colspan="3" align="center">**FOUNDATIONS OF LITERACY (F)**
Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</td></tr>
<tr><td colspan="3">**Phonics and Word Study**
Learners will decode, encode, and connect meaning to word parts and words.</td></tr>
<tr><td colspan="3">**2.F.8** Decode words with phoneme-grapheme correspondences:
   a. vowel teams
   b. diphthongs
   c. three consonant blends
   d. other r-controlled
   e. silent e in multisyllabic words
   f. r-controlled in multisyllabic words
   g. vowel team in multisyllabic words
   h. consonant le
   i. homophones
   j. irregularly spelled high-frequency words
   k. silent letter combinations
   l. schwa
   m. common derivational suffixes (e.g., -ly, -ful, -able)</td></tr>
<tr><td>**Preceding Standard(s)**</td><td>**Related Standard(s)**</td><td>**Successive Standard(s)**</td></tr>
<tr><td>1.F.8
1.F.6</td><td>2.F.9
2.F.12</td><td>3.F.8</td></tr>
<tr><td>**Prerequisite Skills**</td><td>**Key Vocabulary**</td><td>**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**</td></tr>
<tr><td>Blend phonemes to produce words.
Decode words (consonant digraphs, blends, single consonants after a short vowel).
Decode single-syllable words (r-controlled, silent e, vowel teams).
Use strategies to decode unfamiliar words (open and closed syllables, prefixes and suffixes, functions of y, contractions).
Decode irregularly spelled high-frequency words.</td><td>vowel teams
diphthong
multisyllabic words
homophone
schwa
suffix</td><td>Diagonal marks (//) represent the letter sound, not the letter name. (IN)
High-frequency vs. Sight Words - high-frequency words are the most commonly used in the English language. Sight words are instantly recognized and identified without conscious effort. (IN)
Words should be orthographically mapped so learners can read them automatically and accurately rather than relying on a list of memorized words. (IN)
Skills will need to be built explicitly, systematically, and systematically. (IN)
Districts/schools can determine the specific vowel teams, diphthongs, three consonant blends, r-controlled words, suffixes, and irregularly spelled high-frequency words that need to be explicitly taught and mastered at each grade level. (IN)
Learners with speech difficulties may struggle with decoding words. (ME)
Learners may confuse the sounds produced by diphthongs or may use the incorrect sound if the diphthong has multiple sounds (e.g., ch). (ME)</td></tr>
</table>

		- Learners may pronounce the consonant sounds in a consonant blend separately. (ME) - Learners may tread vowel teams as separate sounds instead of a single phoneme. (ME) - Learners may pronounce the sounds of silent letters. (ME)

Courses

Language Arts 2
Reading 2

SECOND GRADE

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

2.F.9 Encode words with phoneme-grapheme correspondences:
a. closed and open syllables
b. vowel teams
c. soft and hard c and g; s as /z/
d. r-controlled
e. prefixes and suffixes
f. functions of y
g. contractions
h. irregularly spelled high-frequency words

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.F.5 1.F.9	2.F.8 2.F.14 2.W.6	3.F.9

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Encode unfamiliar words using prior knowledge (digraphs, blends, silent e, double consonants at the end of words, prefixes, suffixes). • Represent each phoneme within a word. • Encode previously taught irregularly spelled high-frequency words. • Segment spoken words into phonemes.	• closed syllable • open syllable • prefix • suffix • contraction	• Words should be orthographically mapped so learners can spell them automatically and accurately rather than relying on a list of memorized words. (IN) • Districts/schools can determine the specific vowel teams, r-controlled, prefixes/suffixes, contractions, and irregularly spelled high-frequency words that need to be explicitly taught and mastered at each grade level. (IN) • Learners with speech difficulties may struggle with encoding words. (ME) • Learners may forget the apostrophe when spelling contractions. (ME) • Learners may substitute an "s" when the "c" has an /s/; a "j" when a "g" has a /j/; or a "z" when "s" has a /z/. (ME)

Courses
Language Arts 2 Reading 2

SECOND GRADE

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

2.F.10 Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., synonyms, antonyms, homophones, and homographs).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.F.10	2.F.11 1.F.12 2.R.5	3.F.10

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Recognize that words may have more than one meaning (saw, bat, row, read, wind, plant). • Define a multiple meaning word during a text-listening session.	• multi-meaning words • synonym • antonym • homophone • homograph	• Learners tend to confuse synonyms and antonyms, homophones, and homographs. (ME) • Learners may focus on the most common meaning of the word rather than considering the context in which the word is used. (ME)

Courses
Language Arts 2 Reading 2

SECOND GRADE

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

2.F.11 Use new academic, content-specific, grade-level vocabulary, connecting previously learned words and relating new words to background knowledge.
   a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.F.11	2.F.8 2.F.10 2.F.12	3.F.11

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify words that have unfamiliar meanings. • Identify definitions of a word in context. • Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. • Recognize the parts of a word containing familiar roots or words. • Connect background knowledge and previously learned words to new academic, content-specific vocabulary/words. • Connect new word structure to the structure of previously learned words using phonology, morphology, and word orthography.	• academic words • domain-specific words • word structure • phonology • word orthography	• Phonology is the rule system within a language by which phonemes can be sequenced, combined, and pronounced to make words. (IN)*** • Morphology is the study of meaningful units of language and how the units are combined in word formation. (IN)*** • Word orthography is a writing system for representing language (our standards are written around English orthography). (IN)*** • Learners may make incorrect associations between new vocabulary and prior knowledge leading to misunderstandings. (ME) • Learners may confuse words with similar sounds, spellings, or meanings. (ME) ***All definitions are from LETRS

Courses
Language Arts 2 Reading 2

SECOND GRADE

Fluency
Learners will read with sufficient accuracy, rate, and expression to support comprehension.

2.F.12 Read accurately and automatically a variety of second-grade texts with expression, phrasing, purpose, and understanding.
*NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.F.12	2.F.8 2.F.10 2.F.11	3.F.12

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Read first-grade text accurately and automatically with expression, phrasing, purpose, and understanding aloud to support comprehension. • Read a variety of first-grade texts aloud with accuracy and automaticity to support comprehension.	• automatically • expression • phrasing • purpose	• Second-grade text choices are highly dependent on learner progress on 2.F.8. (IN) • By the end of the year, all the phonics skills from 2.F.8 need to be applied when reading. (IN) • Learners may replace a word with another word that has a similar meaning but changes the meaning of the sentence. (ME) • Learners may add words or phrases not in the text. (ME) • Learners may skip words or parts of words while reading. (ME) • Learners may repeat words or phrases. (ME) • Learners may mispronounce words. (ME) • Learners may ignore punctuation or may not pause or adjust intonation at punctuation marks. (ME) • Learners may read in a monotone tone without expression or emphasizing keywords or phrases. (ME) • Learners may read word by word without grouping words into meaningful phrases. (ME) • Learners may pause frequently to decode words or struggle with word recognition. (ME)

Courses
Language Arts 2 Reading 2

SECOND GRADE

Foundations of Writing		
Learners will write complete sentences and paragraphs.		

2.F.13 Write uppercase and lowercase letters accurately and automatically for all writing purposes.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
1.F.13	2.F.14 2.W.1 2.W.3 2.W.4 2.W.5 2.W.6	3.F.14 3.W.1 3.W.2 3.W.3 3.W.4 3.W.5 3.W.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Hold a pencil using the correct form. - Use characteristics to form letters (starting place, use of lines, use of space). - Recognize when to self-correct letter formations. - Write uppercase and lowercase letters using correct letter formation. - Recognize the purpose of writing letters.	- uppercase letters - lowercase letters - purpose	- Many districts will choose to start cursive handwriting in grade 3. (IN) "For all writing purposes" in the standard refers to writing across disciplines and for personal use. Second grade focuses on manuscript handwriting. (IN) - Learners may place letters incorrectly on the lines or make errors forming the letters (e.g., incorrect starting point, incorrect stroke sequence). (ME) - Learners may reverse letters. (ME)

Courses
Language Arts 2 Reading 2

SECOND GRADE

Foundations of Writing		
Learners will write complete sentences and paragraphs.		

2.F.14 Write a paragraph including multiple complete sentences on a topic. (Example organizational structures may include but are not limited to the summary, disciplinary literacy response, opinion, or informative.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.F.3 1.F.14	2.F.9 2.F.13 2.W.1 2.W.2 2.W.3 2.W.4 2.W.5 2.W.6 2.L.1	3.F.14
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Recognize a complete thought. • Identify the subject and predicate of a sentence. • Describe when capital letters and punctuation are used in sentences. • Write uppercase and lowercase letters accurately and automatically. • Use appropriate spacing between letters and words. • Write a sentence with a subject and predicate. • Use correct capitalization and punctuation when writing sentences. • Write multiple sentences about the same topic. • Identify a paragraph and the features of a paragraph in text (indent, related sentences).	• paragraph • complete sentence	• Disciplinary literacy response refers to writing in other content areas such as science, social studies, math, etc. (IN) • Learners may write sentence fragments lacking a subject, verb, or complete thought. (ME) • Learners may write run-on sentences combining several thoughts into one sentence. (ME) • Learners may not introduce the topic or main idea in the first sentence of the paragraph. (ME) • Learners may include sentences that do not flow smoothly from one to the next. (ME) • Learners may not keep to one topic within the paragraph. (ME) • Learners may not include enough details to support their main idea or topic. (ME)
Courses		
Language Arts 2 Reading 2		

SECOND GRADE

COMMUNICATION (C)
Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

2.C.1 Report on a topic or text, tell a story, or recount an experience to a targeted audience with relevant facts and descriptive details.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.C.1	2.C.2 2.C.3	3.C.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Determine the audience and purpose for a presentation. • Organize and report facts and details of a topic, text, story, or experience.	• relevant facts • descriptive details • topic • text • story • targeted audience	• This standard refers to oral communication, not writing. (IN) • Learners may struggle with the identification of relevant facts. (ME) • Learners may not have a clear sequential order of events or information, leading to a disorganized report. (ME) • Learners may jump around between topics without clear transitions. (ME) • Learners may not engage with the audience (lack eye contact, use monotone speech, not pause for audience reaction). (ME)

Courses
Language Arts 2 Reading 2

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

2.C.2 Speak audibly in complete sentences when proper to the task and situation to provide requested details or clarifications.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.C.2	2.C.1 2.C.4 2.C.6	3.C.2
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Speak in complete sentences to express information and ideas. • Determine the volume needed when speaking based on the task. • Provide details to clarify information and ideas.	• complete sentences • audibly • details • clarifications	• Learners may speak too softly to be understood. (ME) • Learners may use too many fillers ("um," "uh," and "like") distracting from their message. (ME) • Learners may speak too rapidly or slowly making it difficult to understand their message. (ME)

Courses
Language Arts 2 Reading 2

SECOND GRADE

<table>
<tr><td colspan="3" style="background-color:#e8c8e8;">Presentational Communication
<i>Learners will organize and express information in a format appropriate to the audience and purpose.</i></td></tr>
<tr><td colspan="3">2.C.3 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>1.C.3</td><td>2.C.1
2.C.4
2.C.6</td><td>3.F.10
3.F.11
3.C.4</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>Participate in conversations and discussions (take turns, wait time, stay on topic, active listening skills).
Show engagement when being read to (focus, listening skills, asking related questions).
Use complete thoughts, phrases, or sentences to respond.
Identify adjectives and adverbs.</td><td>adjective
adverb</td><td>This standard refers to oral communication, not writing. (IN)
Learners may use the new word in an incorrect context because they do not understand its meaning or application. (ME)
Learners may confuse words that sound similar or have related but different meanings. (ME)</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts 2
Reading 2</td></tr>
<tr><td colspan="3" style="background-color:#e8c8e8;">Presentational Communication
<i>Learners will organize and express information in a format appropriate to the audience and purpose.</i></td></tr>
<tr><td colspan="3">2.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>1.C.4</td><td>2.C.2
2.C.3
2.C.6
2.L.2</td><td>3.C.4</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>Identify words and phrases that have unfamiliar meanings.
Identify definitions of a word or phrase in context.
Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence.
Recognize the parts of a word containing familiar roots or words.
Use a glossary or online tool to find the meaning of a word.</td><td>conversational words and phrases
academic words and phrases
domain-specific words and phrases</td><td>This standard refers to oral communication and not writing. (IN)
Learners may use the new word in an incorrect context because they do not understand its meaning or application. (ME)
Learners may confuse words that sound similar or have related but different meanings. (ME)</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts 2
Reading 2</td></tr>
</table>

SECOND GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		
2.C.6 Participate in conversations by linking comments to the remarks of others and asking questions.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
1.C.6	2.C.2 2.C.3 2.C.4 2.C.7	3.C.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Listen to others and ask questions about the topic. - Take turns speaking during discussions. - Remain on topic during conversations through multiple exchanges. - Link comments to remarks of others.	- conversation - comments - asking questions	- Learners may have difficulty taking turns during conversations and tend to interrupt the speaker. (ME) - Learners may not remain on the topic during discussions. (ME) - Learners may have difficulty building on the ideas of others or adding relevant information to deepen the discussion. (ME) - Learners may not understand fully the purpose of asking questions to gather mor information or clarify understanding. (ME) - Learners may have difficulty asking follow-up questions that dig deeper into the topic and may end the line of questioning too early. (ME)
Courses		
Language Arts 2 Reading 2		
Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		
2.C.7 Work collaboratively by following agreed-upon rules and following/offering multi-step oral directions.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
1.C.7	2.C.6	3.C.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify rules/norms for the group. - Establish rules/norms for the group. - Identify roles within the group. - Follow the rules/norms set by the group. - Follow and provide multi-step oral directions.	- collaboration - rules - multi-step directions	- Learners may not understand rules because they lack clarity or have difficulty remembering all the rules. (ME) - Learners may not understand their role within the group. (ME) - Learners may mix up the order of steps or skip steps in a multi-step direction. (ME)
Courses		
Language Arts 2 Reading 2		

SECOND GRADE

READING (R)
Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.

Comprehension
Learners will read to understand various complex literary and informational texts.

2.R.1 Comprehend information during and after listening to a grade-level text.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.R.2 1.R.3a 1.R.3b 1.R.5	2.R.2 2.R.3a 2.R.3b 2.R.5 2.R.6 2.R.8	3.R.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Make connections to prior knowledge and experiences. • Make predictions while listening to a grade-level text. • Recognize when the meaning of a word is unknown. • Recall unknown words and/or phrases in a text. • Ask clarifying questions.	• comprehend	• This is teacher-driven instruction while modeling the application of grade-level comprehension standards, with learners demonstrating comprehension of an on-grade-level text. (IN) • Learners may not identify the clues from the text that assist with making predictions. (ME) • Learners may have difficulty phrasing clarifying questions. (ME)

Courses
Language Arts 2 Reading 2

SECOND GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

2.R.2 Ask and answer questions about key details before, during, and after **reading** a variety of literary and informational texts to compare, contrast, predict, or infer

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.R.2	2.R.1 2.R.3a 2.R.3b 2.R.6 2.R.8	3.R.2 3.R.3a 3.R.3b
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify the difference between literary and informational text. - Read a text to discuss. - Recall details from a text. - Explain differences and similarities between text details. - Use prior knowledge and textual details to discuss a text and think about future events in the text (ask and answer questions).	- question - literary text - informational text - compare - contrast - predict - infer	- Learners may struggle with asking on-topic questions. (ME) - When making comparisons, learners may focus on obvious, surface-level features rather than deeper similarities or differences. (ME) - Learners may provide vague or non-specific comparisons or contrasts. (ME) - Learners may misinterpret details or miss underlying meanings from the text when making inferences. (ME) - When making predictions, learners may not use clues from the text (e.g., title, illustrations, key details) to inform their predictions. (ME)
Courses		
Language Arts 2 Reading 2		

SECOND GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

2.R.3a Identify the main idea with supporting details during or after **reading** an informational text or passage.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.R.3a	2.R.1 2.R.2 2.R.6	3.R.3a
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify how photos and illustrations relate to the informational text. • Identify details from the text. • Share accurate information from an informational text.	• main idea • supporting details	• Learners will read the text or passage and apply the skill to the grade-level text or passage. (IN) • Learners may focus heavily on specific details rather than identifying the main idea of the text. (ME) • Learners may have difficulty differentiating between the main idea and supporting details. (ME)

Courses
Language Arts 2 Reading 2

Comprehension
Learners will read to understand various complex literary and informational texts.

2.R.3b Retell the plot to include the beginning, middle, and end of a literary text after **reading**.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.R.3b	2.R.1 2.R.2 2.R.8	3.R.3b
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify how illustrations support character, setting, and event development in a literary text. • Share accurate information from a literary text. • Recall sequential events from a literary text.	• plot • literary text • beginning, middle, and end	• Learners will read the text or passage and apply the skill to the grade-level text or passage. (IN) • Learners may struggle to retell the events in order. A graphic organizer may help with the process. (ME) • Learners may have difficulty identifying key events and may include events that are not central to the plot, or they may miss important events. (ME)

Courses
Language Arts 2 Reading 2

SECOND GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

2.R.5 Determine the meaning of unknown words and phrases through a variety of text experiences.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.R.5	2.F.10 2.F.11 2.R.1	3.R.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify words and phrases that have unfamiliar meanings. • Identify the definition of a word or phrase in context. • Identify the part of speech (noun, verb, adjective, adverb) to determine how the word is used in the sentence. • Recognize parts of a word that contain familiar roots or words. • Use a glossary or early dictionary to find the meaning of a word.	• unknown • phrase	• Learners will read the text or passage and apply the skill to the grade-level text or passage. (IN) • Learners may not recognize context clues defining the word. (ME) • Learners may struggle to find words in the glossary or dictionary and determine which meaning (if multiple) to use. (ME)

Courses
Language Arts 2 Reading 2

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

2.R.6 Identify text features (e.g., timeline, maps/legends, graphs/charts, subheadings) and use previously learned text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.R.6	2.R.1 2.R.2 2.R.3a	3.R.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify and name text features (table of contents, headings, captions, diagrams, bold/ underlined words). • Use text features to navigate and understand informational text.	• text features • timeline • map • legend • graph • chart • subheading	• Learners will read the text or passage and apply the skill to the grade-level text or passage. (IN) • Learners may not recognize or understand how to use timelines or graphs in a text. (ME) • Learners may not understand the purpose of maps or legends used to help identify locations or symbols in the text. (ME) • Learners may not understand how text features on a page work together to add meaning or information. (ME)

Courses
Language Arts 2 Reading 2

SECOND GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

2.R.8 Use a variety of fiction and poetry texts.
   a. Describe characters' feelings or traits during or after **listening** to a story.
   b. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) or the same type of poem by different authors or from different cultures after **listening** to a story or poem.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.R.8	2.R.1 2.R.2 2.R.3b	3.R.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Demonstrate active listening skills while listening to a text or poem. - Describe the character, setting, and events of a text. - Identify actions, feelings, or traits of a character after listening to a story. - Describe how poems convey meaning. - After listening to a story or poem, compare multiple versions of the same story or type of poem (different cultures, different authors/poets).	- character trait - motivation - characters - setting - plot	- Learners will read the text or passage and apply the skill to the grade-level text or passage. (IN) - Learners may ignore the context clues indicating a character's feelings or traits. (ME) - Learners may project their own feelings or experiences onto characters leading to misinterpretation of traits or feelings. (ME) - Learners may confuse temporary feelings with character traits. (ME) - Learners may have difficulty recognizing different themes in the different versions of the stories. (ME) - Learners may not recognize how different cultural beliefs or traditions shape the storytelling. (ME) - Learners may struggle to look for details beyond the surface to make connections between poems. (ME) - Learners may have difficulty analyzing and discussing the plot, characters, setting, and themes of different versions or poems. (ME)

Courses
Language Arts 2 Reading 2

SECOND GRADE

WRITING (W)
Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

2.W.1 Produce writing appropriate to the task, purpose, or audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.W.1	2.F.13 2.F.14 2.W.3 2.W.4 2.W.5 2.W.6 2.W.7 2.L.1	3.W.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify different audiences. • Determine the purpose and task for writing. • Determine the intended audience for writing. • Determine the content, format, and style needed to accomplish the purpose of writing. • Write uppercase and lowercase letters accurately.	• task • purpose • audience	• Consider including written responses in other content areas, such as science, social studies, math, etc., when writing for task, purpose, and audience. (IN) • Learners may have difficulty understanding the expectations of the writing task. (ME) • Learners may have difficulty identifying the purpose and staying focused on that purpose throughout the writing process. (ME) • Learners may have difficulty adjusting their style, tone, or content to suit different audiences or lack a clear understanding of their intended audience. (ME)
Courses		
Language Arts 2		

SECOND GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

2.W.2 Write using an organizational structure that introduces a topic, includes supporting sentences, and provides a sense of closure.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
	Library Media: 2.E.1 2.F.13 2.F.14 2.W.1 2.W.3 2.W.4 2.W.5 2.L.1 2.L.2 2.IR.3	3.W.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify a topic. - Identify a supporting sentence. - Identify a sense of closure. - Write uppercase and lowercase letters accurately. - Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing. - Write a paragraph including multiple complete sentences on a topic.	- organizational structure - topic - supporting sentences - closure	- This is the first time learners will independently work with organizational structure at the paragraph level. (IN) - Learners have difficulty keeping all sentences in the paragraph focused on one topic. (ME) - Learners may start with a vague or unrelated sentence that does not set up the topic/main idea. (ME) - Learners may have difficulty organizing ideas in a logical order that flows smoothly from one idea to the next. (ME) - Learners may end a piece suddenly without summarizing key points or expressing a final thought or sense of closure. (ME)

Courses
Language Arts 2

SECOND GRADE

<table>
<tr>
<td colspan="3" style="background-color:#d9ead3">Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</td>
</tr>
<tr>
<td colspan="3">2.W.3 Write informative pieces that include factual details on the topic. (See standards L.1, W.2, F.14.)</td>
</tr>
<tr>
<td>Preceding Standard(s)</td>
<td>Related Standard(s)</td>
<td>Successive Standard(s)</td>
</tr>
<tr>
<td>1.W.3</td>
<td>Library Media: 2.E.1

2.F.13
2.F.14
2.W.1
2.W.2
2.L.1
2.L.2</td>
<td>3.W.3</td>
</tr>
<tr>
<td>Prerequisite Skills</td>
<td>Key Vocabulary</td>
<td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td>
</tr>
<tr>
<td>Identify facts.
State a fact.
Write uppercase and lowercase letters accurately.
Write a complete, simple sentence on a topic containing a subject and predicate, and correct capitalization, punctuation, and word spacing.
Include factual details when writing a complete, simple sentence.</td>
<td>informative piece
factual details
topic</td>
<td>Learners have difficulty keeping all details in the paragraph focused on one topic. (ME)
Learners may have difficulty differentiating between facts and opinions. (ME)
Learners may struggle to identify important details to record about a topic because they may have difficulty determining what is and is not important. (ME)
Learners may include personal stories or fictional elements rather than focusing on facts. (ME)
Learners may rely heavily on prior knowledge rather than seeking out new information. (ME)
Learners may struggle with organizing and sequencing information creating a piece that is difficult to follow. (ME)
Learners may provide minimal details or have difficulty maintaining focus throughout the piece. (ME)</td>
</tr>
<tr>
<td colspan="3">Courses</td>
</tr>
<tr>
<td colspan="3">Language Arts 2</td>
</tr>
</table>

SECOND GRADE

<table>
<tr><td colspan="3" style="background:#d6e8c5">Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</td></tr>
<tr><td colspan="3">2.W.4 Write opinion pieces on a topic using reasons to support the opinion. (See standards L.1, W.2, F.14.)</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>1.W.4</td><td>Library Media: 2.E.1

2.F.13
2.F.14
2.W.1
2.W.2
2.L.1
2.L.2</td><td>3.W.4</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

Differentiate between facts and opinions.
Identify an opinion and reasons that support that opinion.
State an opinion, including reasons that support it.
Write uppercase and lowercase letters accurately.
Write a complete, simple sentence on a topic containing a subject and predicate, and correct capitalization, punctuation, and word spacing.
Write an opinion including reasons supporting that opinion.

</td><td>

opinion piece
topic
reasons

</td><td>

Learners may have difficulty differentiating between facts and opinions. (ME)
Learners may express their opinions as facts. (ME)
Learners may struggle to express opinions that are their own and do not belong to someone else. (ME)
Learners may have difficulty expressing the reasons for their opinion. (ME)
Learners may have difficulty with organizing their writing and providing clear transitions between ideas. (ME)

</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts 2</td></tr>
</table>

SECOND GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

2.W.5 Write narrative pieces that describe a well-elaborated event in sequence. (See standards L.1, W.2, F.14.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.W.5	2.F.13 2.F.14 2.W.1 2.W.2 2.L.1 2.L.2	3.W.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Tell a personal story. - Identify a narrative. - Tell events in sequential order. - Write uppercase and lowercase letters accurately. - Write a complete, simple sentence on a topic containing a subject and predicate, and correct capitalization, punctuation, and word spacing.	- narrative pieces - describe - event - sequence	- Learners may struggle with recording events in sequential order. (ME) - Learners may find it difficult to create smooth transitions between the beginning, middle, and end. (ME) - Learners may provide limited details which do not adequately describe the settings, characters, or actions. (ME)

Courses
Language Arts 2

SECOND GRADE

Writing Process and Craft
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

2.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task.
- a. Planning: Generate ideas and plan (e.g., orally rehearse, graphic organizer, peer feedback).
- b. Drafting: Develop writing from the planning process.
- c. Revising: Improve writing by adding more details or deleting unnecessary wording or information (see standard 2.W.7).
- d. Editing: Improve writing by using appropriate grade-level spelling (see standard 2.F.9), sentence writing (see standard 2.L.1), and grammar standards (see standard 2.L.2).
- e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.W.6	2.F.9 2.F.13 2.F.14 2.W.1 2.W.7 2.L.1 2.L.2	3.W.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Understand that writing is a process in which thoughts and words are put on paper to share one's message. Then one goes back to edit the message.	• planning • drafting • revising • editing • presentation • publishing • task • purpose • audience	• Learners will not use this entire process on all writing pieces. They may just work through some appropriate steps for the piece and audience. Select some pieces throughout the year to utilize the entire process. (IN) • Revision and editing are skills that are still developing and may need more guided practice. (IN) • Learners may assume that once the draft is finished, they are finished writing. (ME)

Courses
Language Arts 2

Writing Process and Craft
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

2.W.7 Write with intentional word choice that integrates emotion or descriptive language.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.W.7	2.W.1 2.W.6 2.L.2	3.W.7

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Use words to describe emotions. • Use descriptive language when writing.	• intentional • word choice • emotion • descriptive language	• This is the first learners will work with descriptive language independently. (IN) • Learners may rely on overused, basic words due to limited vocabulary skills. (ME)

Courses
Language Arts 2

SECOND GRADE

Language Usage (L) *Learners will integrate appropriate language and style to ensure effective readability in writing.*

2.L.1 Compose simple and compound sentences.
    a.   Begin with a capital letter and capitalize proper names, holidays, months, and days of the week.
    b.   Conclude with appropriate punctuation, including the period, question mark, or exclamation mark.

Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
1.L.1	2.F.14 2.W.3 2.W.4 2.W.5 2.W.6 2.L.2	3.L.1

Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**

• Compose simple sentences containing proper capitalization, punctuation, and word spacing.
• Apply concepts learned previously when writing:
   ○ **Capitalization** - first letter, pronoun I.
   ○ **Punctuation** - period, question mark, exclamation mark.
• Identify a simple sentence.
• Identify a compound sentence.
	• simple sentence
	• compound sentence
	• capital letters
	• proper names
	• punctuation
		• Learners may struggle with spacing between words. They may need tools to assist with spacing. (ME)
		• Learners may not capitalize the pronoun I, proper names, holidays, months, or days of the week when writing. (ME)
		• Learners may not add punctuation at the end of sentences written or may use the incorrect punctuation for the type of sentence written. (ME)
		• Learners may not capitalize the first words in sentences written. (ME)

Courses
Language Arts 2

SECOND GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

2.L.2 Recognize and use parts of speech in sentences:
  a. common, proper, and irregular plural nouns
  b. tenses of verbs (i.e., past, present, future)
  c. the simple subject and simple predicate of a sentence
  d. descriptive adjectives and articles (i.e., a, an, the) as adjectives
  e. singular and plural personal pronouns, and the nouns they replace
  f. the conjunctions and, or, but

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
1.L.2	2.C.4 2.W.3 2.W.4 2.W.5 2.W.6 2.W.7 2.L.1	3.L.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Name the parts of speech (nouns, verbs, adjectives, articles, pronouns, conjunctions). • Differentiate between nouns and verbs. • Identify nouns (singular, regular plural). • Identify tenses of verbs (present tense action verbs). • Identify subjects and predicates and describe how they are used in a sentence. • Identify descriptive adjectives (color, size, number). • Identify the pronouns I, you, me, and we and the nouns they replace. • Identify the conjunctions and, or, but.	• noun • verb • subject • predicate • adjective • singular • plural • pronoun • conjunction	• Learners must be able to use these parts of speech orally before they can be used in their writing. (IN) • Grammar should be embedded in both reading and writing, with comprehension emphasized at the sentence level. (IN) • Learners may not match subjects and verbs used in the sentence. (ME) • Learners may misuse subject (I, we) and object (me, us) pronouns. (ME) • Learners may mix up present and past tense verbs. (ME) • Learners may write sentence fragments lacking a subject or predicate. (ME) • Learners may use "theirselves" instead of "themselves." (ME)

Courses
Language Arts 2

SECOND GRADE

<table>
<tr><td colspan="3" style="text-align:center">**INQUIRY AND RESEARCH (IR)**
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">**2.IR.2** Locate important information on a topic in a provided source during a shared or interactive experience.</td></tr>
<tr><td>**Preceding Standard(s)**</td><td>**Related Standard(s)**</td><td>**Successive Standard(s)**</td></tr>
<tr><td></td><td>**Library Media**: 2.A.1, 2.A.2

2.IR.3</td><td>3.IR.2</td></tr>
<tr><td>**Prerequisite Skills**</td><td>**Key Vocabulary**</td><td>**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**</td></tr>
<tr><td>Use text features to negotiate, read, and understand informational text (table of contents, headings, captions, diagrams, bold/underlined words).
Identify and record information from the text related to the topic.</td><td>topic
source
important information</td><td>This is the first time learners will be tasked with determining important information in a text. (IN)
This is a guided task in shared or interactive work. (IN)
Learners may struggle to identify important details to record about a topic. (ME)
Learners have difficulty determining what information is and is not important. (ME)</td></tr>
<tr><td colspan="3">**Courses**</td></tr>
<tr><td colspan="3">Language Arts 2
Reading 2</td></tr>
<tr><td colspan="3" style="text-align:center">**INQUIRY AND RESEARCH (IR)**
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">**2.IR.3** Use organizational tools to track information from a provided pair of sources relevant to a topic in a shared or interactive experience.</td></tr>
<tr><td>**Preceding Standard(s)**</td><td>**Related Standard(s)**</td><td>**Successive Standard(s)**</td></tr>
<tr><td></td><td>2.W.2
2.IR.2</td><td>3.IR.3</td></tr>
<tr><td>**Prerequisite Skills**</td><td>**Key Vocabulary**</td><td>**Instructional Notes (IN) and Common Learner Misconceptions/Errors (ME)**</td></tr>
<tr><td>Use text features to negotiate, read, and understand informational text (timeline, maps/legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words).
Identify organizational tools and the purpose of the research.
Identify and record information from the pair of sources related to the topic.</td><td>organizational tools
track information
credible source</td><td>This is a guided task in shared or interactive work. (IN)
Learners may need modeling and/or graphic organizers to learn how to organize their information. (IN)
Learners have difficulty determining what information is and is not important. (ME)</td></tr>
<tr><td colspan="3">**Courses**</td></tr>
<tr><td colspan="3">Language Arts 2
Reading 2</td></tr>
</table>

THIRD GRADE

FOUNDATIONS OF LITERACY (F)
Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

3.F.8 Decode words with phoneme-grapheme correspondences:
   a. multisyllabic word construction and division
      • open syllables
      • closed syllables
      • complex closed syllables
      • long vowel VCe
      • vowel-r syllables
      • vowel team syllables
      • consonant -le syllables
      • syllable division principles (VC/CV, V/CV, etc.)
   b. inflectional endings
   c. Latin and Greek roots

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.8	3.F.9 3.F.10 3.F.11 3.F.12	4.F.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Decode single-syllable words (r-controlled, long vowel, VCe, vowel teams). • Use strategies to decode unfamiliar words. • Recognize and decode word endings and word roots.	• decode • multisyllabic word • syllables • inflectional endings • Latin roots • Greek roots	• Diagonal marks (//) represent the letter sound, not the letter name. (IN) • Breve (ĭ) refers to the short sound of the vowel. (IN) • Macron (ē) refers to the long sound of the vowel. (IN) • Teachers shouldn't assume that upper-grade learners have proficient phonics skills. Learners may still need explicit instruction and practice on skills taught in the preceding standards. (IN) • Districts/schools can determine which specific Latin and Greek roots and inflectional endings need to be explicitly taught and mastered at each grade level. (IN) • Learners may have difficulty identifying Latin and Greek roots within words or not understand their meanings. (ME) • Learners may not connect words with the same root nor understand how the root influences the meaning of related words. (ME) • Learners may not recognize syllable patterns or rules that influence the pronunciation of words. (ME) • Learners may have difficulty identifying vowel patterns and

		consonant combinations when dividing words into syllables. (ME)
Courses		
Language Arts 3 Reading 3		

THIRD GRADE

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

3.F.9 Encode words with phoneme-grapheme correspondences:
  a. vowel teams
  b. diphthongs
  c. three consonant blends
  d. other r-controlled
  e. silent letter combinations
  f. less common digraphs (e.g., ph (/f/), gh (/f/), ch (/k/ and /sh/))
  g. trigraphs
  h. schwa
  i. common derivational suffixes (e.g., -ly, -able, -ful)
  j. irregularly spelled high-frequency words

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.9	3.F.8 3.F.14 3.W.6	4.F.9

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify vowel teams. • Identify diphthongs. • Identify blends. • Identify digraphs and trigraphs. • Identify schwa. • Identify suffixes. • Identify irregularly spelled words. • Represent each phoneme within a word. • Encode unfamiliar words applying previous knowledge (closed and open syllables, vowel teams, soft and hard c and g, s as /z/, r-controlled, prefixes and suffixes, functions of y, contractions, irregularly spelled high-frequency words).	• encode • vowel teams • diphthong • blends • digraph • trigraph • schwa • suffix	• Teachers shouldn't assume that upper-grade learners have proficient phonics skills. Learners may still need explicit instruction and practice on skills taught in the preceding standards. (IN) • Districts/schools can determine which specific vowel teams, diphthongs, three consonant blends, r-controlled words, suffixes, and irregularly spelled high-frequency words need to be explicitly taught and mastered at each grade level. (IN) • Learners may have difficulty representing the two vowel sounds in the diphthong. (ME) • Learners may omit letters that are silent. (ME)

Courses
Language Arts 3 Reading 3

THIRD GRADE

Phonics and Word Study		
Learners will decode, encode, and connect meaning to word parts and words.		
3.F.10 Determine the meaning of multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, homographs).		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
2.F.10 2.C.3	3.F.8 3.F.11 3.R.5	4.F.10
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Recognize that words may have more than one meaning. • Identify multiple-meaning words. • Identify synonyms and antonyms. • Identify homophones and homographs. • Use a strategy to determine the meaning of a multiple-meaning word or phrase. • Use a glossary or online tool to find the meaning of a word.	• multiple-meaning words • multiple-meaning phrases • strategy • synonym • antonym • homophone • homograph	• Learners will need instruction in alphabetical order and glossary use. (IN) • "Range of strategies" may include using morphology to understand parts of words, context clues, glossary, or online tools. (IN) • Learners tend to confuse synonyms and antonyms, homophones, and homographs. (ME) • Learners may focus on the most common meaning of the word rather than considering the context in which the word is used. (ME)
Courses		
Language Arts 3 Reading 3		

THIRD GRADE

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

3.F.11 Use new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
   a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.11 2.C.3	3.F.8 3.F.10 3.F.12 3.R.6	4.F.11

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify words and phrases that have unfamiliar meanings. • Identify definitions of a word or phrase in context. • Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. • Recognize the parts of a word containing familiar roots or words. • Use a glossary or online tool to find the meaning of a word. • Connect background knowledge and previously learned words to new academic, content-specific vocabulary/words. • Connect new word structure to the structure of previously learned words using phonology, morphology, and word orthography.	• academic words and phrases • domain-specific words and phrases • word structure • phonology – is the rule system within a language by which phonemes can be sequenced, combined, and pronounced to make words. • morphology - the study of meaningful units in a language and how the units are combined in word formation (definition taken from LETRS) • word orthography- a writing system for representing language (our standards are written around English orthography) ***all definitions are from LETRS	• Learners will need instruction in alphabetical order and how to use a glossary. (IN) • Learners may make incorrect associations between new vocabulary and prior knowledge leading to misunderstandings. (ME)

Courses
Language Arts 3 Reading

THIRD GRADE

Fluency
Learners will read with sufficient accuracy, rate, and expression to support comprehension.

3.F.12 Read accurately and automatically a variety of third-grade texts with expression, phrasing, purpose, and understanding.
*NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.12	3.F.8 3.F.10 3.F.11	4.F.12

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Read a variety of texts with accuracy and automaticity. - Identify the purpose for reading. - Identify phrasing within a sentence. - Identify opportunities to use expressions. - Read a variety of texts aloud to support understanding.	- accurately - automatically - expression - phrasing - purpose - understanding	- By the end of the year, all the phonics skills from 3.F.8 need to be applied when reading. (IN) - Learners may replace a word with another word that has a similar meaning but changes the meaning of the sentence. (ME) - Learners may add words or phrases not in the text. (ME) - Learners may skip words or parts of words while reading. (ME) - Learners may repeat words or phrases. (ME) - Learners may mispronounce words. (ME) - Learners may ignore punctuation or may not pause or adjust intonation at punctuation marks. (ME) - Learners may read in a monotone tone without expression or emphasizing keywords or phrases. (ME) - Learners may read word by word without grouping words into meaningful phrases. (ME) - Learners may pause frequently to decode words or struggle with word recognition. (ME)

Courses
Language Arts 3 Reading 3

THIRD GRADE

Foundations of Writing
Learners will write complete sentences and paragraphs.

3.F.14 Write an organized paragraph with a topic sentence, supporting sentences, and a conclusion. (Example structures for an organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.13 2.F.14	3.F.9 3.W.1 3.W.2 3.W.3 3.W.4 3.W.5 3.W.6 3.L.1	4.F.14

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the topic sentence(s), supporting sentence(s), and concluding sentence(s) of provided paragraphs. • Identify text structures used in models of writing (summary, opinion, informative, disciplinary literacy responses). • Write sentences containing a subject and predicate, capital letters, punctuation, and appropriate word spacing. • Identify the features of a paragraph. • Write multiple complete sentences about one topic.	• organized paragraph • topic sentence • supporting sentence • conclusion	• Disciplinary literacy response refers to writing in other content areas such as science, social studies, math, etc. (IN) • Learners may not keep sentences within the paragraph on the same topic. (ME) • Learners may write a vague topic sentence that doesn't clearly explain what the paragraph will be about. (ME) • Learners may include unrelated information or details that do support the topic sentence. (ME) • Learners may not organize ideas so they flow smoothly from one point to another. (ME) • Learners may end abruptly without summarizing key points or providing a concluding thought. (ME)

Courses
Language Arts 3 Reading 3

THIRD GRADE

COMMUNICATION (C)
Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

3.C.1 Report relevant facts and descriptive details of a topic, text, story, or experience for a targeted audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.C.1	3.C.2	4.C.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Determine the audience and purpose for a presentation. • Organize and report facts and details of a topic, text, story, or experience.	• relevant facts • descriptive details • topic • text • story • targeted audience	• This standard refers to oral communication and not writing. (IN) • Learners may struggle with the identification of relevant facts. (ME) • Learners may not have a clear sequential order of events or information, leading to a disorganized report. (ME) • Learners may jump around between topics without clear transitions. (ME) • Learners may not engage with the audience (lack eye contact, use monotone speech, not pause for audience reaction). (ME)

Courses
Language Arts 3 Reading 3

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

3.C.2 Speak in complete sentences using proper eye contact and volume to express thoughts, feelings, and ideas.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.C.2	3.C.1 3.C.6	4.C.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Speak audibly in complete sentences to express information and ideas. • Provide details to clarify information and ideas. • Maintain appropriate eye contact when presenting information and ideas.	• complete sentences • eye contact • volume	• Learners may speak too softly to be understood. (ME) • Learners may use too many fillers ("um," "uh," and "like") distracting from their message. (ME) • Learners may speak too rapidly or slowly making it difficult to understand their message. (ME)

Courses
Language Arts 3 Reading 3

THIRD GRADE

Presentational Communication		
Learners will organize and express information in a format appropriate to the audience and purpose.		

3.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.C.3 2.C.4	3.C.6 3.L.2	4.C.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify words and phrases that have unfamiliar meanings. • Identify definitions of a word or phrase in context. • Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. • Recognize the parts of a word containing familiar roots or words. • Use a glossary or online tool to find the meaning of a word.	• conversational words and phrases • academic words and phrases • domain-specific words and phrases	• This standard refers to oral communication and not writing. (IN) • Learners may use the new word in an incorrect context because they do not understand its meaning or application. (ME) • Learners may confuse words with similar sounds or with related but different meanings. (ME)

Courses
Language Arts 3 Reading 3

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

3.C.6 Engage in conversations by asking and answering questions using active listening skills.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.C.6	3.C.2 3.C.4 3.C.7	4.C.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Listen to others, linking comments stated and asking questions. • Take turns speaking during discussions. • Remain on topic during conversations through multiple exchanges.	• conversation • active listening skills • asking questions • answering questions	• Learners may ask questions that are too vague or unrelated to the discussion. (ME) • Learners may not follow up on information provided by the speaker or ask repetitive questions. (ME) • Learners may interrupt the speaker instead of waiting for a pause to ask a question. (ME) • Learners may provide a vague or unrelated response that doesn't answer the question asked. (ME) • Learners may not take turns, maintain eye contact, or indicate they are showing interest in the conversation. (ME)

Courses
Language Arts 3 Reading 3

THIRD GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

3.C.7 Engage collaboratively by following agreed-upon rules.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
2.C.7	3.C.6	4.C.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify rules/norms for the group. - Establish rules/norms for the group. - Identify roles within the group. - Follow the rules/norms set by the group.	- collaboration - rules	- Learners may not take turns, speak over peers, or dominate conversations limiting the contributions of others. (ME) - Learners may ignore or dismiss the contributions of others, leading to misunderstandings or conflict in the group. (ME) - Learners may be hesitant to share ideas and remain silent during group activities hindering problem-solving in the group. (ME) - Learners may have difficulty respecting the opinions of other group members that may differ from their own. (ME) - Learners may struggle to resolve conflicts arising within the group. (ME) - Learners may have difficulty staying focused on the group task and managing time effectively. (ME)
Courses		
Language Arts 3 Reading 3		

THIRD GRADE

READING (R)
Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.

Comprehension
Learners will read to understand various complex literary and informational texts.

3.R.1 Comprehend information during and after listening to a grade-level text.
*Refer to other grade-level standards to support comprehension.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.R.1	3.R.3a 3.R.3b 3.R.5 3.R.6 3.R.7 3.R.8	4.R.1 4.R.2 4.R.3a 4.R.3b 4.R.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Demonstrate active listening skills. - Make connections to background knowledge and experiences. - Describe details from the story or text during and after listening. - Recognize unknown words and/or phrases in a text. - Ask clarifying questions.	- listen - comprehend - grade-level text	- This is teacher-driven instruction while modeling the application of grade-level comprehension standards with learners (demonstrating comprehension of an on-grade-level text). (IN) - Learners may not know what clarifying questions are and/or may need assistance creating them. (ME) - Learners may have difficulty phrasing clarifying questions. (ME) - Learners may have difficulty recalling significant details from the text read. (ME)

Courses
Language Arts 3 Reading 3

THIRD GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

3.R.2 Ask and answer questions about key details before, during, and after **reading** a variety of genres, literary, and informational texts using text evidence to compare, contrast, predict, and infer.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.R.2	3.R.1 3.R.3a 3.R.3b 3.R.6 3.R.8 3.R.9	4.R.2 4.R.3a 4.R.3b 4.R.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Read a text to discuss. • Ask and answer questions about the text. • Identify key details. • Identify text evidence to compare, contrast, predict, and infer information or details. • Identify a variety of genres. • Determine similarities and differences between genres, literary texts, and informational texts.	• key details • genre • text evidence • compare • contrast • predict • infer	• Learners may have difficulty identifying the key details within a text. (ME) • When making comparisons, learners may focus on obvious, surface-level features rather than deeper similarities or differences. (ME) • Learners may provide vague or non-specific comparisons or contrasts. (ME) • Learners may misinterpret details or miss underlying meanings from the text when making inferences. (ME) • When making predictions, learners may not use clues from the text (e.g., title, illustrations, key details) to inform their predictions. (ME)

Courses
Language Arts 3 Reading 3

Comprehension
Learners will read to understand various complex literary and informational texts.

3.R.3a Summarize the main idea(s) with supporting details during or after **reading** an informational text or passage.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.R.2 2.R.3a	3.R.1 3.R.2 3.R.6	4.R.3a
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the main idea and supporting details of an informational text. • Share accurate information from an informational text.	• summarize • informational text • main idea • supporting ideas	• Learners may focus heavily on specific details rather than identifying the main idea of the text. (ME) • Learners may have difficulty differentiating between the main idea and supporting details. (ME)

Courses
Language Arts 3 Reading 3

THIRD GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		

3.R.3b Summarize the story by including major story elements after **reading** a literary text or passage.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.R.2 2.R.3b	3.R.1 3.R.2 3.R.8	4.R.3b
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the story elements (characters, setting, plot, and conflicts) in the text. • Recall events in sequential order. • Share accurate information from a literary text.	• summarize • story elements • literary text	• Learners may struggle to retell the events in order. A graphic organizer may help with the process. (ME) • Learners may have difficulty identifying key events and may include events that are not central to the plot or may miss important events. (ME)

Courses
Language Arts 3 Reading 3

Comprehension		
Learners will read to understand various complex literary and informational texts.		

3.R.5 Determine the meaning of unknown and multi-meaning words within a text.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.R.5	3.F.10 3.F.11	4.R.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify words and phrases that have unfamiliar meanings. • Identify the definition of a word or phrase in context. • Identify the part of speech (noun, verb, adjective, adverb) to determine how the word is used in the sentence. • Recognize parts of a word that contain familiar roots or words. • Use a glossary or online tool to find the meaning of a word.	• unknown words • multiple-meaning words	• Learners may struggle to locate words in the glossary or dictionary. (ME) • Learners may be unfamiliar with tools such as thesauruses and how they are used. (ME) • Learners may not recognize context clues defining the word. (ME)

Courses
Language Arts 3 Reading 3

THIRD GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

3.R.6 Use text features (e.g., glossary, index, sidebars) and previously learned text features (e.g., timeline, maps/ legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.R.6	3.R.1 3.R.2 3.R.3a	4.R.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify and name text features (timeline, maps/legends, graphs/ charts, subheadings, table of contents, headings, captions, diagrams, bold/ underlined words). - Determine the purpose of text features used in informational text. - Use text features to navigate and understand informational text.	- text features - glossary - index - sidebar	- Learners should have opportunities to read electronic versions of text. (IN) - Learners may not refer to the glossary when finding the meaning of a new word and rely solely on context clues or skip over an unfamiliar word. (ME) - Learners may not use the index to find pages related to a specific subject or information in a text. (ME) - Learners may ignore sidebars or may not integrate information from sidebars into understanding information in the main text. (ME)

Courses

Language Arts 3
Reading 3

THIRD GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

3.R.7 Identify examples of literary devices:
a. personification
b. hyperbole
c. simile
d. alliteration
e. onomatopoeia

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
	3.R.1 3.R.2	4.R.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify literary devices in a text. - Describe characteristics of different literary devices (personification, hyperbole, simile, alliteration, onomatopoeia). - Determine the meaning of literary devices in sentences and paragraphs.	- literary device - personification - hyperbole - simile - alliteration - onomatopoeia	- This is the first time learners will be working with literary devices. (IN) - Learners may have difficulty identifying phrases as similes or understanding how they are used. (ME) - Learners may interpret hyperbole as a literal statement rather than an exaggeration. (ME) - Learners may not understand the effect of alliteration on rhythm and emphasis in a sentence or poem. (ME) - Learners may not understand the deeper meaning of personification when used in a text. (ME)
Courses		
Language Arts 3 Reading 3		

THIRD GRADE

<table>
<tr><td colspan="3">Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</td></tr>
<tr><td colspan="3">3.R.8 Analyze a variety of fiction and poetry texts.
    a. Describe characters' feelings, traits, motivations, and actions after reading a story.
    b. Compare and contrast the elements of stories and poems (e.g., characters, settings, plots, stanzas, verses).</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>2.R.8</td><td>3.R.1
3.R.2
3.R.3b</td><td>4.R.8</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

- Describe the character, setting, and events of a text.
- Identify dialogue, actions, feelings, motivations, or traits of a character.
- Identify the conflict of a text and explain how it is resolved.
- Identify repeated words or phrases used in a text to explain the theme or topic.
- List common themes used by authors.
- Describe how poems convey meaning.
- Compare and contrast elements of stories and poems.

</td><td>

- character trait
- motivation
- characters
- setting
- plot
- stanza
- verse

</td><td>

- Learners may ignore the context clues indicating a character's feelings or traits. (ME)
- Learners may project their own feelings or experiences onto characters leading to misinterpretation of traits or feelings. (ME)
- Learners may confuse temporary feelings with character traits. (ME)
- Learners may not understand the role of characters or settings in influencing the plot of a story or poem. (ME)
- Learners may mix up features of narratives (e.g., sequence of events) with those of poems (e.g., stanza structure, meter). (ME)
- Learners may not recognize common themes across different texts. (ME)
- Learners may not move beyond surface-level comparisons to provide a deeper analysis of the texts. (ME)

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<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts 3
Reading 3</td></tr>
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THIRD GRADE

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Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</td>
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<tr>
<td colspan="3">3.R.9 Determine the most important points and key details presented in two nonfiction texts on the same topic.</td>
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<tr>
<td>Preceding Standard(s)</td>
<td>Related Standard(s)</td>
<td>Successive Standard(s)</td>
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<td>3.R.1
3.R.2
3.R.3a</td>
<td>4.R.9</td>
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<tr>
<td>Prerequisite Skills</td>
<td>Key Vocabulary</td>
<td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td>
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Identify important points and key details from a nonfiction text.
Identify two texts on the same topic.

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<td>

key details
nonfiction

</td>
<td>

Learners may struggle to determine the most important points and key details in a text. (ME)
Learners may not recognize similarities and differences in how each text presents, organizes, or emphasizes information. (ME)
Learners may have difficulty integrating information from both texts to form a clear and complete picture of the topic. (ME)

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Reading 3</td>
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THIRD GRADE

WRITING (W)
Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

3.W.1 Produce writing that is organized appropriately to the task, purpose, or audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.13 2.W.1	3.F.14 3.W.3 3.W.4 3.W.5 3.W.6 3.L.1	4.W.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify different audiences. • Determine the purpose and task for writing. • Determine the intended audience for writing. • Determine the content, format, and style needed to accomplish the purpose of writing. • Write uppercase and lowercase letters accurately and automatically.	• task • purpose • audience	• Teachers should consider including written responses in other content areas, such as science, social studies, math, etc. when writing for task, purpose, and audience. (IN) • Learners may have difficulty understanding the expectations of the writing task. (ME) • Learners may have difficulty identifying the purpose and staying focused on that purpose throughout the writing process. (ME) • Learners may have difficulty adjusting their style, tone, or content to suit different audiences or lack a clear understanding of their intended audience. (ME)

Courses
Language Arts 3

THIRD GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

3.W.2 Write using an organizational structure incorporating a topic sentence, body, and a concluding statement appropriate to the task.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.13 2.W.2	3.F.14 3.W.1 3.W.3 3.W.4 3.W.5 3.W.6	4.W.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing. • Identify the topic sentence, body, and concluding statement in a paragraph. • Identify organizational structures for writing (summary, disciplinary literacy response, opinion, informative). • Write uppercase and lowercase letters accurately and automatically. • Write a paragraph including multiple complete sentences on a topic.	• organizational structure • topic sentence • body • concluding statement	• While legible writing is important, the writing focus should be on getting ideas on paper. (IN) • When cursive and keyboarding skills are developing, learners may focus more on finding/forming the letters than on the content of their writing. (ME) • Learners have difficulty keeping all sentences in the paragraph focused on one topic. (ME) • Learners may start with a vague or unrelated sentence that does not set up the topic/main idea. (ME) • Learners may have difficulty organizing ideas in a logical order that flows smoothly from one idea to the next. (ME) • Learners may end a piece suddenly without summarizing key points or expressing a final thought or sense of closure. (ME)

Courses
Language Arts 3

THIRD GRADE

Text Types and Structure		
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.		

3.W.3 Write organized, informative pieces that include factual details on the topic. (See L.1, W.2, F.14.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.13 2.W.3	3.F.14 3.W.1 3.W.2 3.L.1 3.L.2	4.W.3
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify a topic, the purpose for writing, and the intended audience. • Identify factual details on a topic. • Identify organizational structures used for informative pieces (infographic, chart, table, poster, summary). • Write uppercase and lowercase letters accurately and automatically. • Write factual details on a topic. • Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing. • Write a paragraph including a topic sentence, supporting sentences, and a conclusion.	• informative piece • factual detail • topic	• While legible writing is important, the writing focus should be on getting ideas on paper. (IN) • When cursive and keyboarding skills are developing, learners may focus more on finding/forming the letters than on the content of their writing. (ME) • Learners may struggle to identify important details to record about a topic. Learners have difficulty determining what is and is not important. (ME) • Learners may include personal stories or fictional elements rather than focusing on facts. (ME) • Learners may rely heavily on prior knowledge rather than seeking out new information. (ME) • Learners may struggle with organizing and sequencing information creating a piece that is difficult to follow. (ME) • Learners may provide minimal details or have difficulty maintaining focus throughout the piece. (ME)
Courses		
Language Arts 3		

THIRD GRADE

Text Types and Structure		
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.		

3.W.4 Write organized opinion pieces on a topic using evidence to support the opinion. (See standards L.1, W.2, F.14.)		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
2.F.13 2.W.4	3.F.14 3.W.1 3.W.2 3.L.1 3.L.2	4.W.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify opinions. - Determine opinion, purpose for writing, and intended audience. - Identify organizational structures used for opinion pieces (poster, summary). - Write uppercase and lowercase letters accurately and automatically. - Write to share an opinion. - Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing. - Write a paragraph including a topic sentence, supporting sentences, and a conclusion.	- opinion - evidence	- When cursive and keyboarding skills are developing, learners may focus more on finding/ forming the letters than on the content of their writing. (ME) - Learners may struggle with differentiating between facts and opinions. (ME) - Learners have difficulty expressing their own opinions or the reasons supporting their opinions. (ME) - Learners may have difficulty expressing a clear, focused opinion that is not vague or inconsistent. (ME) - Learners may struggle with organizing their thoughts and arguments in a logical and clear manner. (ME) - Learners may use evidence that is unrelated to their opinion or may not provide specific examples to justify their viewpoint. (ME) - Learners may list examples without explaining how they connect to the opinion expressed. (ME) - Learners may write opinions that are brief and lack elaboration, so it is difficult for readers to understand the reasoning behind their viewpoint. (ME)
Courses		
Language Arts 3		

THIRD GRADE

Text Types and Structure		
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.		

3.W.5 Write narrative pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally. (See standards L.1, W.2, F.14.)		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
2.F.13 2.W.5	3.F.14 3.W.1 3.W.2 3.L.1 3.L.2	4.W.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify a narrative (poem, poster, essay, song). - Tell a personal story. - Identify real or imagined narratives. - Identify the setting, characters, and conflict. - Tell events in sequential order. - Develop the characters and settings. - Write uppercase and lowercase letters accurately and automatically. - Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing. - Write a paragraph including multiple complete sentences on a topic.	- narrative - real event - imagined event	- When cursive and keyboarding skills are developing, learners may focus more on finding/forming the letters than on the content of their writing. (ME) - Learners may write a narrative that lacks a beginning, middle, and end, creating a storyline that is difficult to follow. (ME) - Learners may have difficulty creating and developing well-rounded characters with distinct personalities, motivations, and emotions. (ME) - Learners may use dialogue that does not sound natural or may use inconsistent perspectives throughout the story. (ME) - Learners may have difficulty using effective transitions between events and scenes, disrupting the flow of the story and confusing readers. (ME)
Courses		
Language Arts 3		

THIRD GRADE

Writing Process and Craft
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

3.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task and purpose.
  a. Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).
  b. Drafting: Develop writing from the planning process.
  c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. (See standard 3.W.7).
  d. Editing: Improve writing by using appropriate grade-level spelling (see standard 3.F.9), sentence writing (see standard 3.L.1), and grammar standards (see standard 3.L.2).
  e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.13 2.W.6	3.F.9 3.F.14 3.W.1 3.W.7 3.L.1 3.L.2	4.W.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Understand that writing is a process in which thoughts and words are put on paper to share one's message. Then one goes back to edit the message.	• planning • drafting • revising • editing • presentation • publishing • task • purpose • audience	• Learners will go through this process with pieces of varying lengths. (IN) • When cursive and keyboarding skills are developing, learners may focus more on finding/ forming the letters than on the content of their writing. (ME) • Learners may assume that once they finish writing the draft, the piece is finished. (ME)
Courses		
Language Arts 3		

THIRD GRADE

Writing Process and Craft		
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.		

3.W.7 Write with intentional word choice that integrates emotion and descriptive language to develop visual imagery for the reader.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
2.W.7	3.W.1 3.W.6 3.L.2	4.W.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Use words to describe emotions. • Use descriptive language to develop visual imagery.	• intentional • word choice • emotion • visual imagery	• When cursive and keyboarding skills are developing, learners may focus more on finding/ forming the letters than on the content of their writing. (ME) • Learners may use repetitive words that do not capture the intended emotion or imagery. (ME) • Learners may choose overly used general terms that do not go into specific details or describe sensory experiences. (ME)
Courses		
Language Arts 3		

THIRD GRADE

<table>
<tr>
<td colspan="3" style="background:#d9ead3">Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.</td>
</tr>
<tr>
<td colspan="3">
3.L.1 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.
    a. Begin with a capital letter and capitalize titles of respect, words in titles, and geographical names.
    b. Use periods with declarative and imperative sentences, question marks with interrogative sentences and exclamation points with exclamatory sentences.
    c. Use commas before coordinating conjunctions and separate individual words in a series.
</td>
</tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.L.1	3.F.14 3.W.3 3.W.4 3.W.5 3.W.6 3.L.2	4.L.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Compose simple sentences containing proper capitalization, punctuation, and word spacing. Capitalization - first letter, the pronoun I, proper names, months, days of the week, holidays. Punctuation - period, question mark, exclamation mark. - Differentiate between simple and compound sentences. - Apply capitalization and punctuation skills when writing. - Write simple and compound sentences.	- simple sentence - compound sentence - declarative - interrogative - imperative - exclamatory - coordinating conjunctions	- Learners may not put commas between words in a series. (ME) - Learners may not add punctuation at the end of sentences written or may use the incorrect punctuation for the type of sentence written. (ME) - Learners may not capitalize the first words in sentences written. (ME) - Learners may write sentences that lack a subject or verb. (ME) - Learners may combine independent clauses without an appropriate conjunction or punctuation. (ME) - Learners may misuse or omit coordinating conjunctions (and, but, or, so) when joining two independent clauses. (ME) - When writing questions, learners may reverse the order of the words in the sentence. (ME) - When writing imperative sentences, learners may write statements that appear to be a command but lack a clear directive or do not provide specific directions. (ME)

Courses
Language Arts 3

THIRD GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

3.L.2 Recognize and use parts of speech in sentences:
   a.   concrete, abstract, and possessive nouns
   b.   different types of verbs (i.e., action, linking, helping) and their roles in a sentence
   c.   the complete subject and predicate of a sentence
   d.   possessive adjectives
   e.   prepositions
   f.   coordinating conjunctions (i.e., for, and, nor, but, or, yet, so) g. -ly adverbs

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.L.2	3.F.14 3.W.3 3.W.4 3.W.5 3.W.6 3.W.7 3.L.1	4.L.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Differentiate between nouns and verbs. • Identify nouns (singular, regular plural, common, proper, irregular plural). • Identify tenses of verbs (past, present, future). • Identify descriptive adjectives and articles a, an, the) as adjectives. • Identify the simple subject and predicate of a sentence. • Identify singular and plural personal pronouns and the nouns they replace. • Identify the conjunctions and, or, but.	• complete subject • complete predicate • possessive adjective • preposition • coordinating conjunction	• Learners must be able to use these parts of speech orally before they can use them in their writing. (IN) • Grammer should be embedded in both reading and writing, with comprehension emphasized at the sentence level. (IN) • Learners may struggle with the types of verbs. (ME) • Learners may not understand when to use the plural or possessive noun. (ME) • Learners may confuse concrete or abstract nouns. (ME) • Learners may not recognize abstract nouns as nouns because they cannot be seen or touched. (ME) • Learners may not understand that linking verbs connects the subject to additional information. (ME) • Learners may not identify helping verbs or understand their role in verb phrases. (ME)

Courses
Language Arts 3

THIRD GRADE

<table>
<tr><td colspan="3" style="text-align:center">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">3.IR.1 Choose a topic of interest to research.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td></td><td>Library Media: 3.I.1, 3.I.2

3.IR.2</td><td>4.IR.1</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>
Describe the purpose of a research topic.
</td><td>
research
topic
</td><td>

Learners may narrow their research possibilities to encounters in daily life or narrow interests, missing opportunities to explore new areas. (ME)
Learners may have difficulty understanding the scope of a research topic choosing something too narrow or broad. (ME)
Learners may not realize a research topic should have available resources and be complex enough to explore in depth. (ME)

</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts 3
Reading 3</td></tr>
</table>

THIRD GRADE

<table>
<tr>
<td colspan="3" align="center">**INQUIRY AND RESEARCH (IR)**
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td>
</tr>
<tr>
<td colspan="3">**3.IR.2** Locate relevant information on a topic from a provided credible source or database.</td>
</tr>
<tr>
<td>**Preceding Standard(s)**</td>
<td>**Related Standard(s)**</td>
<td>**Successive Standard(s)**</td>
</tr>
<tr>
<td>2.IR.2</td>
<td>**Library Media**: 3.A.1, 3.A.2, 3.E.1, 3.E.2

3.IR.1
3.IR.3
3.IR.4</td>
<td>4.IR.2</td>
</tr>
<tr>
<td>**Prerequisite Skills**</td>
<td>**Key Vocabulary**</td>
<td>**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**</td>
</tr>
<tr>
<td>

Differentiate between facts and opinions.
Differentiate between relevant and irrelevant information.
Use basic search strategies to locate relevant informational sources (including digital and online sources).
Determine if resources are relevant and credible (relevancy, accuracy, purpose).

</td>
<td>

relevant information
credible source
credible database

</td>
<td>

Learners may need more guidance and support as they begin working on this standard. (IN)
Learners may use overly vague or broad search terms leading to irrelevant results or lack of specific information. (ME)
Learners may not know how to use filters to narrow down search results or how to access different sections of a database. (ME)
Learners may have difficulty determining which information within a source is relevant. (ME)

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<tr>
<td colspan="3">**Courses**</td>
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<tr>
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Reading 3</td>
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</table>

THIRD GRADE

<table>
<tr><td colspan="3" align="center">**INQUIRY AND RESEARCH (IR)**
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">**3.IR.3** Use organizational tools to track information from a provided credible source relevant to a topic.</td></tr>
<tr><td>**Preceding Standard(s)**</td><td>**Related Standard(s)**</td><td>**Successive Standard(s)**</td></tr>
<tr><td>2.IR.3</td><td>3.IR.2
3.IR.4</td><td>4.IR.3</td></tr>
<tr><td>**Prerequisite Skills**</td><td>**Key Vocabulary**</td><td>**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**</td></tr>
<tr><td>

- Use text features to negotiate, read, and understand informational text (timeline, maps/legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words).
- Identify organizational tools that fit the purpose of research.
- Identify text related to the topic.
- Identify and record information related to the topic.

</td><td>

- organizational tools
- track information
- credible source

</td><td>

- Learners may need more guidance and support as they begin choosing what organizational tool best supports their research. (IN)
- Learner may struggle to select information that relates to the topic. (ME)
- Learners may not look at information contained in text features when researching a topic. (ME)

</td></tr>
<tr><td colspan="3">**Courses**</td></tr>
<tr><td colspan="3">Language Arts 3
Reading 3</td></tr>
<tr><td colspan="3" align="center">**INQUIRY AND RESEARCH (IR)**
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">**3.IR.4** Identify a fact or an opinion based on information provided by the author.</td></tr>
<tr><td>**Preceding Standard(s)**</td><td>**Related Standard(s)**</td><td>**Successive Standard(s)**</td></tr>
<tr><td>2.IR.4</td><td>**Library Media**: 3.E.1

3.IR.2
3.IR.3</td><td>4.IR.4</td></tr>
<tr><td>**Prerequisite Skills**</td><td>**Key Vocabulary**</td><td>**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**</td></tr>
<tr><td>

- Recognize facts and opinions.
- Distinguish between facts and opinions.

</td><td>

- fact
- opinion

</td><td>

- Learners may have difficulty recognizing information that can be verified through evidence or research. (ME)
- Learners may miss cues indicating a statement is an opinion (I believe, best, should, worst). (ME)
- Learners may accept a statement at face value without questioning the source or validity of the information. (ME)
- Learners may not recognize the bias or author's purpose, which can influence whether a statement is presented as a fact or opinion. (ME)

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<tr><td colspan="3">**Courses**</td></tr>
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Reading 3</td></tr>
</table>

FOURTH GRADE

FOUNDATIONS OF LITERACY (F)
Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

4.F.8 Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context:
  a. multisyllabic word construction and division that includes:
    - open syllables
    - closed syllables
    - complex closed syllables
    - long vowel: VCe
    - vowel-r syllables
    - vowel team syllables
    - consonant -le syllables
    - syllable division principles (VC/CV, V/CV, etc.)
  b. inflectional endings
  c. Latin and Greek roots

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.F.8	4.F.9 4.F.12	5.F.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Describe how to break words into syllables. - Identify the syllables in words. - Identify vowels and consonants in a word to annotate the syllable division patterns. - Annotate common word affixes in a provided word. - Annotate inflectional endings. - Identify and define common Latin and Greek roots in a provided word.	- decode - syllabication patterns - morphology - syllables - inflectional endings - Latin roots - Greek roots	- Diagonal marks (//) represent the letter sound, not the letter name. (IN) - Breve (ĭ) refers to the short sound of the vowel. (IN) - Macron (ē) refers to the long sound of the vowel. (IN) - Teachers shouldn't assume that upper-grade learners have proficient phonics skills. Learners may still need explicit instruction and practice on skills taught in preceding standards. (IN) - Districts/schools can determine the specific Latin and Greek roots and inflectional endings that need to be explicitly taught and mastered at each grade level. (IN) - Learners may have difficulty identifying Latin and Greek roots within words or not understand their meanings. (ME) - Learners may not connect words with the same root nor understand how the root influences the meaning of related words. (ME) - Learners may not recognize syllable patterns or rules that influence the pronunciation of words. (ME) - Learners may have difficulty identifying vowel patterns and consonant combinations when

		dividing words into syllables. (ME)
Courses		
Language Arts 4 Reading 4		

FOURTH GRADE

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

4.F.9 Encode words using the combined knowledge of syllabication patterns and morphology in context and out of context:
  a. multisyllabic word construction and division that includes:
    - open syllables
    - closed syllables
    - complex closed syllables
    - long vowel: VCe
    - vowel-r syllables
    - vowel team syllables
    - consonant -le syllables
    - syllable division principles (VC/CV, V/CV, etc.)
  b. common Latin roots
  c. inflectional and derivational endings
  d. schwa

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.F.9	4.F.8 4.W.6	5.F.9

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify syllables in words. - Identify individual phonemes in a syllable. - Encode a single-syllable word of different syllable types (go, cat, mail, male). - Describe how to use syllables to encode. - Map the phoneme-grapheme correspondence in a syllable. - Recognize that every syllable needs one vowel sound. - Use knowledge of spelling rules to add inflectional endings. - Use knowledge of word affixes to spell and write a word. - Use knowledge of Latin roots to encode. - Identify a stressed syllable and an unstressed syllable.	- encode - syllabication patterns - morphology - syllable - Latin roots - Greek roots - inflectional endings - derivational endings - schwa	- Diagonal marks (//) represent the letter sound, not the letter name. (IN) - Breve (ĭ) refers to the short sound of the vowel. (IN) - Macron (ē) refers to the long sound of the vowel. (IN) - Teachers shouldn't assume that upper-grade learners have proficient phonics skills. Learners may still need explicit instruction and practice on skills taught in preceding standards. (IN) - Districts/schools can determine the specific Latin and Greek roots and inflectional endings that need to be explicitly taught and mastered at each grade level. (IN) - Learners may struggle to apply the rules for adding inflectional endings to words (e.g., adding s vs. adding es, doubling final consonants, dropping silent e). (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

4.F.10 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.F.10	4.F.8 4.F.11 4.F.12 4.R.5	5.F.10

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify words and phrases that have unfamiliar meanings. • Identify definitions of a word or phrase in context. • Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. • Connect synonym or comparison clues to the meaning of a word or phrase in context. • Connect antonym or contrast clues to the meaning of a word or phrase in context. • Use homophone or homograph clues to determine the meaning of a word or phrase in context. • Recognize the parts of a word containing familiar roots or words. • Use a glossary or online tool to find the meaning of a word.	• multiple-meaning words • multiple-meaning phrases • strategy • synonym • antonym • homophone • homograph	• "Range of strategies" may include using morphology to understand parts of words, context clues, glossary, or online tools. (IN) • Learners tend to confuse synonyms and antonyms, homophones, and homographs. (ME) • Learners may incorrectly interpret or overlook context clues to help infer the meaning of the word. (ME) • Learners may not analyze prefixes, suffixes, or root words to provide clues to the word's meaning. (ME) • Learners may interpret words literally without considering figurative meanings. (ME) • Learners may assume a word has only one fixed meaning and struggle to switch between different meanings in various contexts. (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

Phonics and Word Study		
Learners will decode, encode, and connect meaning to word parts and words.		
4.F.11 Accurately interpret general academic and domain-specific words and phrases.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
3.F.11	4.F.8 4.F.10 4.F.12	5.F.11
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify words and phrases that have unfamiliar meanings. • Identify definitions of a word or phrase in context. • Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. • Recognize the parts of a word containing familiar roots or words. • Use a glossary or online tool to find the meaning of a word.	• academic words and phrases • domain-specific words and phrases	• Teachers should not assume students at this level have proficient phonics skills. Learners may still need explicit instruction and practice on skills taught in previous standards. (IN) • Learners may not have a clear understanding of processes, context, or thinking applied to academic vocabulary. (ME) • Learners may have difficulty understanding abstract concepts or technical terms described by academic vocabulary or domain-specific words. (ME)
Courses		
Language Arts 4 Reading 4		

FOURTH GRADE

Fluency
Learners will read with sufficient accuracy, rate, and expression to support comprehension.

4.F.12 Read accurately and automatically a variety of fourth-grade texts using expression, phrasing, purpose, and understanding.
*NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.F.12	4.F.8 4.F.10 4.F.11	5.F.12

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Read high-frequency words in text. • Read irregular words in the text. • Read single-syllable, decodable words accurately and automatically. • Read multisyllabic, decodable words accurately and automatically. • Read different types of sentences with expressions. • Use sentence structure with a focus on dialogue to support phrasing, expression, and meaning. • Read a paragraph with phrasing.	• accurately • automatically • expression • phrasing • purpose	• Learners may replace a word with another word that has a similar meaning but changes the meaning of the sentence. (ME) • Learners may add words or phrases not in the text. (ME) • Learners may skip words or parts of words while reading. (ME) • Learners may repeat words or phrases. (ME) • Learners may mispronounce words. (ME) • Learners may ignore punctuation or may not pause or adjust intonation at punctuation marks. (ME) • Learners may read in a monotone tone without expression or emphasizing keywords or phrases. (ME) • Learners may read word by word without grouping words into meaningful phrases. (ME) • Learners may pause frequently to decode words or struggle with word recognition. (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

Foundations of Writing
Learners will write complete sentences and paragraphs.

4.F.14 Write an organized paragraph that includes a topic sentence, multiple supporting sentences, and a concluding sentence. (Example structures for an organization may include but are not limited to the summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.13 3.F.14	4.W.1 4.W.2 4.W.3 4.W.4 4.W.5 4.W.6	5.F.14

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the topic sentence(s), supporting sentence(s), and concluding sentence(s) of provided paragraphs. • Identify text structures used in models of writing (compare/ contrast, cause and effect, summary, problem and solution, opinion, informative, disciplinary literacy response). • Write a topic sentence that expresses the main idea of a paragraph. • Write supporting sentences that connect to the main idea of a paragraph. • Write a conclusion sentence that summarizes the main idea of a paragraph. • Organize supporting paragraphs based on purpose.	• organized paragraph • topic sentence • supporting sentence • concluding sentence	• Disciplinary literacy response refers to writing in other content areas such as science, social studies, math, etc. (IN) • Districts/schools can determine the specific organizational structures that need to be explicitly taught and mastered at each grade level. (IN) • Learners may write a vague topic sentence that doesn't clearly explain what the paragraph will be about. (ME) • Learners may include unrelated information or details that do support the topic sentence. (ME) • Learners may not organize ideas so they flow smoothly from one point to another. (ME) • Learners may end abruptly without summarizing key points or providing a concluding thought. (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

COMMUNICATION (C)
Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

4.C.1 Organize and present information as an individual and group for a formal and informal audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.C.2	4.C.2	5.C.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Determine the audience and purpose for a presentation. • Differentiate between formal and informal communication. • Organize facts and details of a topic, text, or story. • Explain ideas and conclusions in a discussion. • Actively listen to others' ideas in a discussion. • Prepare in advance for an informal discussion to increase your ability to participate.	• organize • present • formal audience • informal audience	• This standard refers to oral communication, not writing. (IN) • Learners may not focus on the most important information and include too many irrelevant details in presentations. (ME) • Learners may have difficulty organizing information in a clear, logical sequence, making it difficult for the audience to follow. (ME) • Learners may not have smooth transitions between different parts of the presentation creating a disjointed presentation. (ME) • Learners may not adjust the presentation style and content to meet the audience's needs or expectations. (ME)

Courses
Language Arts 4 Reading 4

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

4.C.2 Present ideas using proper eye contact, body language, and volume in formal and informal situations.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.C.2	4.C.1 4.C.4 4.C.6	5.C.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Speak audibly in complete sentences to express information and ideas. • Provide details to clarify information and ideas. • Maintain appropriate eye contact and body language when presenting information and ideas.	• present • eye contact • body language • volume • formal situation • informal situation	• Learners may speak too quietly or quickly or forget what they planned to say. (ME) • Learners may read directly from notes without making eye contact or using a monotone voice. (ME) • Learners may use too many fillers ("um," "uh," and "like") distracting from their message. (ME) • Learners may stand rigidly, fidget, or use distracting gestures. (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

Presentational Communication		
Learners will organize and express information in a format appropriate to the audience and purpose.		
4.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
3.C.4	4.C.2 4.C.6	5.C.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify words and phrases that have unfamiliar meanings. • Identify definitions of a word or phrase in context. • Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. • Annotate the parts of a word containing familiar roots or words. • Use a glossary or online tool to find the meaning of a word. • Prepare for presentations and discussions incorporating conversational, academic, and domain-specific words and phrases.	• conversational words and phrases • academic words and phrases • domain-specific words and phrases	• This standard refers to oral communication, not writing. (IN) • Learners may use words in an incorrect context because they do not have a clear understanding of processes, context, or thinking applied to academic vocabulary. (ME) • Learners may have difficulty understanding abstract concepts or technical terms described by academic vocabulary or domain-specific words, so words are used incorrectly. (ME)
Courses		
Language Arts 4 Reading 4		

FOURTH GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

4.C.6 Engage in a range of discussions by using active listening skills, posing, and responding to specific questions.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.C.6	4.C.2 4.C.4 4.C.7	5.C.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Listen to others, linking comments stated, and asking questions. • Take turns speaking during discussions. • Remain on topic during conversations through multiple exchanges.	• discussion • active listening skills • posing questions • responding to questions • specific questions	• Learners may ask questions that are too vague or unrelated to the discussion. (ME) • Learners may not follow up on information provided by the speaker or ask repetitive questions. (ME) • Learners may interrupt the speaker instead of waiting for a pause to ask a question. (ME) • Learners may provide a vague or unrelated response that doesn't answer the question asked. (ME) • Learners may not take turns, maintain eye contact, or indicate they are showing interest in the conversation. (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

4.C.7 Engage collaboratively to accomplish a common goal or purpose.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
3.C.7	4.C.6	5.C.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify a common goal/purpose. - Establish rules/norms for the group. - Identify roles within the group - Identify action steps needed to achieve the goal/purpose. - Determine which group members will perform which action steps. - Track progress and provide feedback on action steps. - Recognize when cooperation is lacking or support is needed.	- collaboration - purpose - goal	- Learners may struggle to resolve conflicts arising within the group. (ME) - Learners may have difficulty staying focused on the group task and managing time effectively. (ME) - Learners may be hesitant to share ideas or remain silent during group activities. (ME) - Learners may ignore or dismiss the contributions of others, leading to misunderstandings or conflicts in the group. (ME) - Learners may struggle with respecting the opinions of other group members that may differ from their own. (ME) - Learners may have difficulty understanding and accepting assigned roles or responsibilities. (ME) - Learners may struggle with time management and organization to ensure all action steps are completed. (ME)

Courses
Language Arts 4
Reading 4

FOURTH GRADE

READING (R)
Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.

Comprehension
Learners will read to understand various complex literary and informational texts.

4.R.1 Comprehend information during and after listening to a grade-level text.
*Refer to other grade-level standards to support comprehension.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.R.1	4.R.2 4.R.3a 4.R.3b 4.R.4 4.R.5	5.R.1 5.R.2 5.R.3a 5.R.3b 5.R.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Demonstrate active listening skills. • Identify the topic of a read aloud. • Identify the main idea and supporting details. • Recall events, ideas, or concepts from the text. • Monitor and clarify understanding by asking and answering questions during a read aloud. • Confirm predictions after reading aloud. • Make text connections. • Identify the author's purpose.	• listen • comprehend • grade-level text	• This is teacher-driven instruction while modeling the application of grade-level comprehension standards, with learners demonstrating comprehension of an on-grade-level text. (IN) • Learners may not differentiate between supporting details and main ideas. (ME) • Learners may have difficulty recalling events, ideas, or concepts sequentially. (ME) • Learners may not identify cues indicating the author's purpose in writing the text. (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

4.R.2 Make inferences while reading a variety of genres, literary and informational texts, providing text evidence.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.R.2	4.R.1 4.R.3a 4.R.3b 4.R.4 4.R.6 4.R.8	5.R.2 5.R.3a 5.R.3b 5.R.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify text evidence. • Identify the story setting, characters' actions, and plot. • Identify the topic, text structure, and information. • Differentiate between inferences and details. • Differentiate between inferences and predictions. • Make connections to personal experiences or background knowledge. • Make conclusions based on evidence and reasoning.	• inference • genre • literary text • informational text	• Learners may misinterpret details or miss underlying meanings from the text when making inferences. (ME) • Learners may look at the literal meaning of the text and miss deeper meanings of implied information. (ME) • Learners may overlook context clues that could help make inferences. (ME) • Learners may not synthesize information from different parts of the text that could inferences. (ME)
Courses		
Language Arts 4 Reading 4		

FOURTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		

4.R.3a Summarize an informational text or passage, stating the main idea(s) and providing supporting details.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.R.3a	4.R.1 4.R.2 4.R.6 4.R.9 4.IR.4	4.R.9 5.R.3a
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the topic or topic sentence. • Identify important people, places, events, or ideas in a text. • Explain why one idea is more important than another. • Identify the main idea and supporting details of a text. • Explain an informational text using supports (graphic organizers, sentence frames). • Share gathered information orally.	• summarize • informational text • main idea • supporting ideas	• Learners may include irrelevant details unrelated to the main idea. (ME) • Learners may overlook key details and focus only on the main idea. (ME)

Courses
Language Arts 4 Reading 4

Comprehension		
Learners will read to understand various complex literary and informational texts.		

4.R.3b Summarize the story by including major story elements after reading a literary text or passage.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.R.3b	4.R.1 4.R.2 4.R.8	5.R.3b
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the topic. • Identify the main character, setting, plot, and conflicts in the text. • Describe the plot events in sequential order. • Describe specific, relevant details from the text. • Explain a literary text using supports (graphic organizers, sentence frames). • Share gathered information orally.	• summarize • story elements • literary text	• The standard is the same as the previous grade; the level of text complexity increases the rigor of the standard. (IN) • Learners may focus on irrelevant details that aren't crucial to the plot. (ME) • Learners may not describe the main characters and setting essential to providing context within the summary. (ME) • Learners may ignore the problem or conflict resolved in the text. (ME) • Learners may not include the resolution to the conflict or problem in their summary. (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

4.R.4 Identify a theme based on textual evidence.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
	4.R.1 4.R.2 4.R.8	5.R.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/Errors (ME)**
- Identify the topic of an informational text, photograph, or illustration through a shared reading experience. - Identify the main idea and supporting details within an informational text or passage. - Summarize the main idea(s) and supporting details in an informational text, providing evidence from the text. - Define and identify the theme of a text. - Provide evidence to support the lesson an author explains in the text.	- theme - textual evidence	- This is the first learners will be independently working with the theme. (IN) - Learners may not identify patterns, phrases, words, or symbols that appear repeatedly. (ME) - Learners may miss underlying ideas or deeper messages lying beneath surface-level details. (ME) - Learners may overlook specific details or descriptions of objects, characters, actions, or ideas expressed in the text. (ME) - Learners may have difficulty making connections between objects and characters and characters and the plot. (ME)

Courses

Language Arts 4
Reading 4

Comprehension
Learners will read to understand various complex literary and informational texts.

4.R.5 Determine the meaning of unknown and multiple-meaning words and phrases within a text.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.R.5	4.F.10 4.F.11	5.R.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify words and phrases that have unfamiliar meanings. - Identify the definition of a word or phrase in context. - Identify the part of speech (noun, verb, adjective, adverb) to determine how the word is used in the sentence. - Annotate parts of a word that contain familiar roots or words. - Use a glossary or online tool to find the meaning of a word.	- unknown words - multiple-meaning words - multiple-meaning phrases	- Learners may not recognize context clues defining the word. (ME) - Learners may struggle to find words in the glossary or dictionary and determine which meaning (if multiple) to use. (ME) - Learners may have difficulty identifying familiar parts of words. (ME) - Learners may not relate the word to their experiences to clarify the meaning of the new word. (ME)

Courses

Language Arts 4
Reading 4

Text Analysis		
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.		

4.R.6 Determine the structure of an informational text:
   a. compare/contrast
   b. cause/effect
   c. problem/solution
   d. description
   e. sequential

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.R.6	4.R.1 4.R.2 4.R.3a	5.R.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Use previously learned text features to negotiate, read, and understand informational text (glossary, index, sidebars, timeline, maps/legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words). • Describe characteristics of different text structures (compare/contrast, cause/effect, problem/solution, description, sequential). • Identify the structure used in an informational text.	• structure • compare • contrast • cause • effect • problem • solution • description • sequential	• This is the first learners will be independently working with text structures. (IN) • Learners may confuse cause and effect and have difficulty understanding how one event leads to another. (ME) • Learners may have difficulty recognizing and defining the problem and corresponding solution within the text. (ME) • Learners may have difficulty assessing the effectiveness of the solution and suggesting alternatives. (ME) • Learners may have difficulty identifying the sequence of events or steps in complex or non-linear texts. (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

4.R.7 Identify and use literary devices:
   a. metaphor
   b. idiom
   c. personification
   d. hyperbole
   e. simile
   f. alliteration
   g. onomatopoeia

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.R.7	4.R.1 4.W.7	5.R.7

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify literary devices in a text. • Describe characteristics of different literary devices (metaphor, idiom, personification, hyperbole, simile, alliteration, onomatopoeia). • Determine the meaning of literary devices in sentences and paragraphs.	• literary device • metaphor • idiom • personification • hyperbole • simile • alliteration • onomatopoeia	• This is the first learners will be asked to use literacy devices. Metaphors and idioms are new learning. (IN) • Learners may confuse similes and metaphors. (ME) • Learners may not identify the context clues signaling a metaphor or idiom has been used. (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

4.R.8 Analyze a variety of fiction and poetry texts.
   a.   Describe characters' feelings, traits, motivations, actions, and points of view after reading a literary story.
   b.   Compare and contrast similar themes, topics, and patterns of events in fiction stories and poetry (e.g., myths or traditional literature from different cultures).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.R.8	4.R.1 4.R.2 4.R.3b 4.R.4	5.R.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Describe different perspectives and cultural references. • Differentiate between first-, second-, or third-person point of view using pronouns. • Describe the character, setting, and events of a text. • Identify dialogue, actions, feelings, motivations, or thoughts of a character. • Identify the conflict of a text and explain how it is resolved. • Identify repeated words or phrases used in a text to explain the theme or topic. • List common themes used by authors. • Describe how poems convey meaning. • Connect a story and poem, identifying similarities and differences (themes, topics, patterns, cultures).	• trait • motivation • point of view • theme • cultural traditional literature • poetry • myths	• Learners may ignore the context clues indicating a character's feelings or traits. (ME) • Learners may project their own feelings or experiences onto characters leading to misinterpretation of traits or feelings. (ME) • Learners may confuse temporary feelings with character traits. (ME) • Learners may have difficulty identifying the underlying themes when not explicitly stated. (ME) • Learners may confuse themes and topics creating difficulties in making comparisons. (ME) • Learners may have difficulty identifying and comparing patterns of events when the literature (Myths, traditional literature) contains subplots. (ME) • Learners may have difficulty seeing subtle connections between different texts. (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

4.R.9 Integrate information from two texts on the same topic.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.R.9	4.R.1 4.R.2 4.R.3a 4.R.3b 4.R.4 4.IR.4	5.R.9

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the main idea of multiple texts. • Identify the supporting facts and details. • Group related information from two texts on the same topic using supports (graphic organizer, peer teams).	• integrate • topic	• Text choices can be non-fiction, fiction, poetry, etc. (IN) • Learners may struggle to determine the most important points and key details in a text. (ME) • Learners may not recognize similarities and differences in how each text presents, organizes, or emphasizes information. (ME) • Learners may have difficulty integrating information from both texts to form a clear and complete picture of the topic. (ME)

Courses
Language Arts 4 Reading 4

FOURTH GRADE

WRITING (W)
Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

4.W.1 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.13 3.W.1	4.F.14 4.W.2 4.W.3 4.W.4 4.W.5 4.W.6 4.W.7 4.L.1	5.W.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Differentiate between the three main purposes of writing (inform, persuade, entertain). • Identify different audiences. • Recognize unclear writing (wordy, vague, contains irrelevant details). • Determine the purpose and task for writing. • Determine the intended audience for writing. • Determine the content, format, and style needed to accomplish the purpose of writing.	• task • purpose • audience	• When cursive and keyboarding skills are developing, learners may focus more on finding/forming the letters than on the content of their writing. (ME) • Learners may have difficulty understanding the expectations of the writing task. (ME) • Learners may have difficulty identifying the purpose and staying focused on that purpose throughout the writing process. (ME) • Learners may have difficulty adjusting their style, tone, or content to suit different audiences or lack a clear understanding of their intended audience. (ME)

Courses
Language Arts 4

FOURTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

4.W.2 Write using an organizational structure incorporating an introductory paragraph, a body, and a concluding section appropriate to the task.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.13 3.W.2	4.F.14 4.W.1 4.W.3 4.W.4 4.W.5 4.W.6 4.L.1	5.W.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing. • Write a paragraph including a topic sentence, supporting sentences, and a conclusion. • Identify an organizational structure in a text (e.g., introductory paragraph, body, concluding section). • Plan using an organizational structure.	• organizational structure • introductory paragraph • body • concluding section	• When cursive and keyboarding skills are developing, learners may focus more on finding/ forming the letters than on the content of their writing. (ME) • Learners have difficulty keeping all sentences in the paragraph focused on one topic. (ME) • Learners may start with a vague or unrelated sentence that does not set up the topic/main idea. (ME) • Learners may have difficulty organizing ideas in a logical order that flows smoothly from one idea to the next. (ME) • Learners may end a piece suddenly without summarizing key points or expressing a final thought or sense of closure. (ME)

Courses
Language Arts 4

FOURTH GRADE

4.W.3 Write organized, informative pieces that include factual details on the topic. (See standards L.1, W.2, F.14.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
2.F.13 3.W.3	4.F.14 4.W.1 4.W.2 4.L.1 4.L.2	5.W.3

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify a topic, the purpose for writing, and the intended audience. - Identify factual details on a topic. - Identify organizational structures used for informative pieces (infographic, chart, table, poster, summary). - Write factual details on a topic. - Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing. - Write a paragraph including a topic sentence, supporting sentences, and a conclusion.	- informative piece - factual detail - topic	- Organizational skills are still developing. Instruction and support using graphic organizers and color coding may be helpful. (IN) - When cursive and keyboarding skills are developing, learners may focus more on finding/forming the letters than on the content of their writing. (ME) - Learners may focus on one "cool" fact rather than multiple facts. (ME) - Learners may struggle to identify important details to record about a topic. Learners have difficulty determining what is and is not important. (ME) - Learners may include personal stories or fictional elements rather than focusing on facts. (ME) - Learners may rely heavily on prior knowledge rather than seeking out new information. (ME) - Learners may struggle with organizing and sequencing information creating a piece that is difficult to follow. (ME) - Learners may provide minimal details or have difficulty maintaining focus throughout the piece. (ME)

Courses
Language Arts 4

FOURTH GRADE

<table>
<tr>
<td colspan="3" style="background-color:#d9ead3">Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</td>
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<tr>
<td colspan="3">4.W.4 Write organized argumentative pieces on a topic using evidence to support the claim. (See L.1, W.2, F.14.)</td>
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<tr>
<td>Preceding Standard(s)</td>
<td>Related Standard(s)</td>
<td>Successive Standard(s)</td>
</tr>
<tr>
<td>2.F.13
3.W.4</td>
<td>4.F.14
4.W.1
4.W.2
4.L.1
4.L.2</td>
<td>5.W.4</td>
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<tr>
<td>Prerequisite Skills</td>
<td>Key Vocabulary</td>
<td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td>
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Identify a claim, purpose for writing, and intended audience.
Describe the qualities of strong arguments.
Identify arguments and evidence that support the claim.
Identify organizational structures used for argumentative pieces (poster, summary).
Write to share a claim and supporting evidence.
Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing.
Write a paragraph including a topic sentence, supporting sentences, and a conclusion.
Write multiple organized paragraphs, including a topic sentence, multiple supporting sentences, and a concluding sentence.

</td>
<td>

argumentative piece
topic
evidence
claim

</td>
<td>

Locating and organizing facts to support the argument is still developing. Instruction and support using graphic organizers may be helpful. (IN)
When cursive and keyboarding skills are developing, learners may focus more on finding/ forming the letters than on the content of their writing. (ME)
Learners will write their arguments but tend to neglect to support them with evidence. (ME)
Learners have difficulty expressing their own argument or the reasons supporting their argument. (ME)
Learners may have difficulty expressing a clear, focused argument that is not vague or inconsistent. (ME)
Learners may struggle with organizing their thoughts and arguments in a logical and clear manner. (ME)
Learners may use evidence that is unrelated to their argument or may not provide specific examples to justify their claim. (ME)
Learners may list examples without explaining how they connect to the argument expressed. (ME)
Learners may write arguments that are brief and lack elaboration, so it is difficult for readers to understand the reasoning behind their claim. (ME)

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<td colspan="3">Language Arts 4</td>
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FOURTH GRADE

<table>
<tr><td colspan="3" style="background-color:#d4ead0">Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</td></tr>
<tr><td colspan="3">4.W.5 Use narrative techniques (e.g., dialogue, description) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally. (See standards L.1, W.2, F.14.)</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>2.F.13
3.W.5</td><td>4.F.14
4.W.1
4.W.2
4.L.1
4.L.2</td><td>5.W.5</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

Identify real or imagined narratives.
Identify narrative techniques (dialogue, description, pacing).
Describe the qualities of an effective narrative.
Identify organizational structures for narrative writing.
List events in logical order.
Develop the characters and settings.
Use a variety of words, phrases, or dialogue to describe the characters' actions or feelings.
Use phrases and word choices to develop the plot sequence.
Use figurative language within descriptions.
Provide a resolution for the main problem/conflict.
Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing.
Write multiple organized paragraphs, including a topic sentence, multiple supporting sentences, and a concluding sentence.

</td><td>

narrative
dialogue
description
real event
imagined event

</td><td>

Learners will create pieces of writing in varying lengths. (IN)
When cursive and keyboarding skills are developing, learners may focus more on finding/ forming the letters than on the content of their writing. (ME)
Learners may assume they need to write multiple pages when that is not needed to complete the narrative. (ME)
Learners may struggle to stay on topic throughout the piece. (ME)
Learners may write a narrative that lacks sequential order creating a storyline that is difficult to follow. (ME)
Learners may have difficulty creating and developing well-rounded characters with distinct personalities, motivations, and emotions. (ME)
Learners may use dialogue that does not sound natural or may use inconsistent perspectives throughout the story. (ME)
Learners may have difficulty using effective transitions between events and scenes, disrupting the flow of the story and confusing readers. (ME)

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<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts 4</td></tr>
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FOURTH GRADE

Writing Process and Craft
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

4.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task.
  a. Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).
  b. Drafting: Develop writing from the planning process.
  c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, and elaborating or combining sentences (see standard 4.W.7).
  d. Editing: Improve writing by using appropriate grade-level spelling (see standard 4.F.9), sentence writing (see standard 4.L.1), and grammar standards (see standard 4.L.2).
  e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.W.6	4.F.9 4.F.14 4.W.1 4.W.7 4.L.1 4.L.2	5.W.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Understand that writing is a process in which thoughts and words are put on paper to share one's message. Then one goes back to edit the message.	• planning • drafting • revising • editing • presentation • publishing • task • purpose • audience	• Learners will go through this process with pieces of varying lengths. (IN) • Learners may need modeling and support to complete the process of their writing pieces. (IN) • When cursive and keyboarding skills are developing, learners may focus more on finding/forming the letters than on the content of their writing. (ME) • Learners may assume that once the draft is completed, the writing piece is finished. (ME)

Courses
Language Arts 4

FOURTH GRADE

Writing Process and Craft		
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.		

4.W.7 Write with intentional word choice that integrates emotion or figurative language to develop visual imagery for the reader.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
3.W.7	4.R.7 4.W.6 4.L.2	5.W.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Use words to describe emotions. • Use figurative and descriptive language to develop visual imagery.	• intentional • word choice • emotion • visual imagery	• When cursive and keyboarding skills are developing, learners may focus more on finding/ forming the letters than on the content of their writing. (IN) • Learners may use repetitive words that do not capture the intended emotion or imagery. (ME) • Learners may choose overly used general terms that do not go into specific details or describe sensory experiences. (ME)
Courses		
Language Arts 4		

FOURTH GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

4.L.1 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.
    a. Capitalize proper nouns, proper adjectives, and the first letter of a quotation.
    b. Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.
    c. Use commas to separate individual words in a series and to indicate dialogue.
    d. Use quotation marks to indicate dialogue.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.L.1	4.F.14 4.W.3 4.W.4 4.W.5 4.W.6 4.L.2	5.L.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Compose simple sentences containing proper capitalization, punctuation, and word spacing. **Capitalization** - first letter, the pronoun I, proper names, months, days of the week, holidays, titles of respect, words in titles, geographical names. **Punctuation** - period, question mark, exclamation mark, comma before coordinating conjunction, commas indicating dialogue, periods in abbreviations **Types of sentences** - declarative, imperative, interrogative, exclamatory - Differentiate between simple and compound sentences. - Identify conjunctions used in compound sentences. - Differentiate between proper and common nouns. - Explain the difference between declarative, interrogative, imperative, and exclamatory sentences. - Identify individual words from a series in a text.	- simple sentence - compound sentence - declarative - interrogative - exclamatory - dialogue - quotation marks	- This is the first time learners will be asked to use dialogue and quotation marks. (IN) - Learners may not put commas between words in a series. (ME) - Learners may not add punctuation at the end of sentences written or use the incorrect punctuation for the type of sentence written. (ME) - Learners may not capitalize the first words in sentences written. (ME) - Learners may write sentences that lack a subject or verb. (ME) - Learners may combine independent clauses without an appropriate conjunction or punctuation. (ME) - Learners may misuse or omit coordinating conjunctions (and, but, or, so) when joining two independent clauses. (ME) - When writing questions, learners may reverse the order of the words in the sentence. (ME) - When writing imperative sentences, learners may write statements that appear to be a command but lack a clear directive or do not provide specific directions. (ME)

Courses
Language Arts 4

FOURTH GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

4.L.2 Recognize and use parts of speech in sentences:
   a.   irregular possessive nouns (e.g., children's)
   b.   irregular and past participle verbs and verb tense to identify settings, times, and sequences
   c.   subject and verb agreement
   d.   comparative and superlative adjectives
   e.   prepositional phrases
   f.   possessive pronouns, and the nouns they replace (i.e., antecedents)
   g.   adverbs of frequency (e.g., always, often, never)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.L.2	4.W.3 4.W.4 4.W.5 4.W.6 4.W.7 4.L.1	5.L.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Differentiate between nouns and verbs. • Identify nouns (singular, regular plural, common, proper, irregular plural, concrete, abstract, possessive). • Identify action verbs, linking, and helping verbs and explain their role in a sentence. • Identify tenses of verbs (past, present, future). • Identify singular and plural personal pronouns and the nouns they replace. • Identify adjectives (descriptive, possessive, and articles [am, an, the]). • Identify the complete and simple subject and predicate of a sentence. • Identify adverbs ending in -ly. • Identify prepositions. • Identify coordinating conjunctions (and, or, but, for, nor, yet, so). • Determine when subjects and verbs agree. • Identify possessives (nouns, irregular nouns, pronouns).	• possessive nouns • irregular verbs • past participle verbs • comparative adjective • superlative adjective • prepositional phrase • possessive nouns • adverb	• Learners must be able to use these parts of speech orally before they can use them in writing. (IN) • Grammer should be embedded in both reading and writing, with comprehension emphasized at the sentence level. (IN) • Learners have difficulty distinguishing between the types of verbs and understanding when they are used. (ME) • Learners may have difficulty using the correct past participle form in sentences. (ME) • Learners have difficulty understanding when to use the plural or possessive noun. (ME) • Learners may struggle with subject-verb agreement. (ME) • Learners may confuse comparative and superlative forms and use them incorrectly in sentences. (ME) • Learners may not understand the role of prepositional phrases in a sentence. (ME) • Learners may have difficulty understanding the relationship between the preposition and its object and may not understand how it modifies other parts of the sentence. (ME)

Courses
Language Arts 4

FOURTH GRADE

<table>
<tr><td colspan="3" align="center">INQUIRY AND RESEARCH (IR)
<i>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</i></td></tr>
<tr><td colspan="3">4.IR.1 Choose a topic of interest and develop several questions about it for research.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>3.IR.1</td><td>Library Media: 4.I.1, 4.I.2

4.IR.2</td><td>5.IR.2</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>Select a topic and define background knowledge on that topic.
Develop questions for research.</td><td>research question
topic</td><td>Learners may not understand the purpose of a research question. (ME)
Learners may not realize research questions can't be answered with a simple yes or no. (ME)
Learners may narrow their research possibilities to encounters in daily life or narrow interests, missing opportunities to explore new areas. (ME)
Learners may have difficulty understanding the scope of a research topic choosing something too narrow or broad. (ME)
Learners may not realize a research topic should have available resources and be complex enough to explore in depth. (ME)</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts
Reading</td></tr>
</table>

FOURTH GRADE

<table>
<tr><td colspan="3">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">4.IR.2 Locate relevant information on a topic from a provided credible source or database.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>3.IR.2</td><td>Library Media: 4.A.1, 4.A.2, 4.E.1, 4.E.2

4.IR.1
4.IR.4
4.IR.5</td><td>5.IR.2</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>Identify the purpose of the research.
Differentiate between facts and opinions.
Differentiate between relevant and irrelevant information.
Use basic search strategies to locate relevant informational sources (including digital and online sources).
Determine if resources are reliable and credible (relevancy, accuracy, purpose).</td><td>relevant information
credible source
credible database</td><td>This is the first time learners are asked to consider factors of credibility (e.g., author level of expertise, author point of view, source publication date). (IN)
Learners may use overly vague or broad search terms leading to irrelevant results or lack of specific information. (ME)
Learners may not know how to use filters to narrow down search results or how to access different sections of a database. (ME)
Learners may have difficulty determining which information within a source is relevant. (ME)</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts
Reading</td></tr>
</table>

FOURTH GRADE

<table>
<tr><td colspan="3" align="center">**INQUIRY AND RESEARCH (IR)**
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">**4.IR.3** Use organizational tools and a notetaking strategy to track relevant information from a provided credible source on a topic.</td></tr>
<tr><td>**Preceding Standard(s)**</td><td>**Related Standard(s)**</td><td>**Successive Standard(s)**</td></tr>
<tr><td>3.IR.3</td><td>4.IR.2
4.IR.4</td><td>5.IR.3</td></tr>
<tr><td>**Prerequisite Skills**</td><td>**Key Vocabulary**</td><td>**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**</td></tr>
<tr><td>

- Use previously learned text features to negotiate, read, and understand informational text (glossary, index, sidebars, timeline, maps/legends, graphs/ charts, subheadings, table of contents, headings, captions, diagrams, bold/ underlined words).
- Identify organizational tools and notetaking strategies that fit the purpose of research.
- Identify text related to the topic.
- Identify notetaking strategy or organizational tool meeting purpose.
- Differentiate between relevant and irrelevant information.

</td><td>

- organizational tools
- notetaking strategy
- relevant
- credible source

</td><td>

- Learners may need more guidance and support as they begin choosing what organizational tool best supports their research. (IN)
- Learners may struggle with selecting information that relates to the topic. (ME)
- Learners may not use the information contained in text features when researching a topic. (ME)

</td></tr>
<tr><td colspan="3">**Courses**</td></tr>
<tr><td colspan="3">Language Arts
Reading</td></tr>
</table>

FOURTH GRADE

INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

4.IR.4 Determine a fact or opinion based on information provided by the author.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
3.IR.4	**Library Media**: 4.E.1 4.IR.1 4.IR.2	5.IR.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify signal words used to introduce facts (confirm, discovered, according to, demonstrated) and opinions (claims, views, argues, suspects). • Distinguish between facts and opinions.	• fact • opinion	• Learners may struggle to recognize information that can be verified through evidence or research. (ME) • Learners may miss cues indicating a statement is an opinion (I believe, best, should, worst). (ME) • Learners may accept a statement at face value without questioning the source or validity of the information. (ME) • Learners may not recognize the bias or author's purpose, which can influence whether a statement is presented as a fact or opinion. (ME)

Courses
Language Arts Reading

FOURTH GRADE

INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

4.IR.5 Cite and reference sources with a bibliography page using an approved citation format to avoid plagiarism.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
3.IR.5	**Library Media**: 4.IP.1, 4.IP.2, 4.IP.3 4.IR.1 4.IR.2 4.IR.4	5.IR.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Understand plagiarism, the consequences of plagiarizing, and strategies to avoid plagiarism. • Reference sources used to find information. • Describe the purpose of a citation. • Identify the necessary components of a citation. • Identify the order of information on a citation/bibliography page.	• approved citation format • plagiarism • citation • bibliography page	• This is the first time learners are asked to cite and reference sources. They will need to be guided through the process. (IN) • Learners may have difficulty remembering and applying the citation rules for punctuation, italics, capitalization, and order of information. (ME) • Learners may have difficulty finding the information needed to make the citation. (ME)
Courses		
Language Arts Reading		

FIFTH GRADE

FOUNDATIONS OF LITERACY (F)
Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

5.F.8 Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context:
  a. multisyllabic word construction and division that includes:
      • open syllables
      • closed syllables
      • complex closed syllables
      • long vowel: VCe
      • vowel-r syllables
      • vowel team syllables
      • consonant -le syllables
      • syllable division principles (VC/CV, V/CV, etc.)
  b. inflectional endings
  c. c. Latin and Greek roots

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.F.8	5.F.9 5.F.12	6.R.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Describe how to break words into syllables. • Identify syllables in words. • Identify vowels and consonants in a word to annotate the syllable division patterns. • Annotate common word affixes in a provided word. • Annotate inflectional endings. • Identify and define common Latin and Greek roots in a provided word.	• decode • syllabication pattern • morphology • syllable • inflectional ending • Latin roots • Greek roots	• Diagonal marks (//) represent the letter sound, not the letter name. (IN) • Breve (ĭ) refers to the short sound of the vowel. (IN) • Macron (ē) refers to the long sound of the vowel. (IN) • Teachers shouldn't assume that upper-grade learners have proficient phonics skills. Learners may still need explicit instruction and practice on skills taught in the preceding standards. (IN) • Districts/schools can determine the specific Latin and Greek roots and inflectional endings that need to be explicitly taught and mastered at each grade level. (IN) • Learners may have difficulty identifying Latin and Greek roots within words or not understand their meanings. (ME) • Learners may not connect words with the same root nor understand how the root influences the meaning of related words. (ME) • Learners may not recognize syllable patterns or rules that influence the pronunciation of words. (ME) • Learners may have difficulty identifying vowel patterns and consonant combinations when

		dividing words into syllables. (ME)

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FIFTH GRADE

Phonics and Word Study
Learners will decode, encode, and connect meaning to word parts and words.

5.F.9 Encode words using the combined knowledge of syllabication patterns and morphology in context and out of context:
  a. multisyllabic word construction and division that includes:
    • open syllables
    • closed syllables
    • complex closed syllables
    • long vowel: VCe
    • vowel-r syllables
    • vowel team syllables
    • consonant -le syllables
    • syllable division principles (VC/CV, V/CV, etc.)
  b. inflectional endings
  c. Latin and Greek roots

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.F.9	5.F.8 5.F.14 5.W.6	6.W.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify syllables in words. - Identify individual phonemes in a syllable. - Describe how to use syllables to encode. - Map the phoneme-grapheme correspondence in a syllable. - Recognize that every syllable needs one vowel sound. - Use knowledge of spelling rules to add inflectional endings. - Use knowledge of word affixes to spell and write a word. - Use knowledge of Latin and Greek roots to encode. - Identify a stressed syllable and an unstressed syllable.	- encode - syllabication patterns - morphology - syllable - Latin roots - Greek roots - inflectional endings - derivational endings - schwa	- Diagonal marks (//) represent the letter sound, not the letter name. (IN) - Breve (ĭ) refers to the short sound of the vowel. (IN) - Macron (ē) refers to the long sound of the vowel. (IN) - Teachers shouldn't assume that upper-grade learners have proficient phonics skills. Learners may still need explicit instruction and practice on skills taught in the preceding standards. (IN) - Districts/schools can determine the specific Latin and Greek roots and inflectional endings that need to be explicitly taught and mastered at each grade level. (IN) - Learners may struggle to apply the rules for adding inflectional endings to words (e.g., adding s vs. adding es, doubling final consonants, dropping silent e). (ME)

Courses
Language Arts 5 Reading 5

FIFTH GRADE

Phonics and Word Study		
Learners will decode, encode, and connect meaning to word parts and words.		

5.F.10 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.F.10	5.F.8 5.F.11 5.F.12 5.R.5	6.R.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify words and phrases that have unfamiliar meanings. - Identify definitions of a word or phrase in context. - Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. - Connect synonym or comparison clues to the meaning of a word or phrase in context. - Use homophone or homograph clues to determine the meaning of a word or phrase in context. - Annotate the parts of a word containing familiar roots or words. - Use a glossary or online tool to find the meaning of a word.	- multiple-meaning words - multiple-meaning phrases - strategy - synonym - antonym - homophone - homograph	"Range of strategies" may include using morphology to understand parts of words, context clues, glossary, or online tools. (IN) - Learners may confuse synonyms and antonyms, homophones, and homographs. (ME) - Learners may incorrectly interpret or overlook context clues to help infer the meaning of the word. (ME) - Learners may not analyze prefixes, suffixes, or root words to provide clues to the word's meaning. (ME) - Learners may interpret words literally without considering figurative meanings. (ME) - Learners may assume a word has only one fixed meaning and struggle to switch between different meanings in various contexts. (ME)

Courses
Language Arts 5 Reading 5

FIFTH GRADE

Phonics and Word Study		
Learners will decode, encode, and connect meaning to word parts and words.		

5.F.11 Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in the text, choosing from a range of strategies.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.F.11	5.F.8 5.F.10 5.F.12	6.R.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify words and phrases that have unfamiliar meanings. - Identify definitions of a word or phrase in context. - Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. - Annotate the parts of a word containing familiar roots or words. - Use a glossary or online tool to find the meaning of a word.	- multiple-meaning words - multiple-meaning phrases - strategy	- Teachers shouldn't assume that upper-grade learners have proficient phonics skills. Learners may still need explicit instruction and practice on skills taught in the preceding standards. (IN) - Learners may not have a clear understanding of processes, context, or thinking applied to academic vocabulary. (ME) - Learners may have difficulty understanding abstract concepts or technical terms described by academic vocabulary or domain-specific words. (ME)

Courses
Language Arts 5 Reading 5

FIFTH GRADE

Fluency		
Learners will read with sufficient accuracy, rate, and expression to support comprehension.		

5.F.12 Read accurately and automatically a variety of fifth-grade texts with expression, phrasing, purpose, and understanding.
*NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.F.12	5.F.8 5.F.10 5.F.11	6.R.2 6.R.3a 6.R.3b 6.R.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Read high-frequency words in text. - Read irregular words in the text. - Read single-syllable, decodable words accurately and automatically. - Read multisyllabic, decodable words accurately and automatically. - Use sentence structure to aid in phrasing and expression. - Read a paragraph with phrasing.	- accurately - automatically - expression - phrasing - purpose	- Learners may replace a word with another word that has a similar meaning but changes the meaning of the sentence. (ME) - Learners may add words or phrases not in the text. (ME) - Learners may skip words or parts of words while reading. (ME) - Learners may repeat words or phrases. (ME) - Learners may mispronounce words. (ME) - Learners may ignore punctuation or may not pause or adjust intonation at punctuation marks. (ME) - Learners may read in a monotone tone without expression or emphasizing keywords or phrases. (ME) - Learners may read word by word without grouping words into meaningful phrases. (ME) - Learners may pause frequently to decode words or struggle with word recognition. (ME)
Courses		
Language Arts 5 Reading 5		

FIFTH GRADE

Foundations of Writing
Learners will write complete sentences and paragraphs.

5.F.14 Write multiple organized paragraphs that include a topic sentence, multiple supporting sentences, and a concluding sentence. (Examples of organizational structures may include but are not limited to the summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for the organization.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.F.14	5.F.9 5.W.1 5.W.2 5.W.3 5.W.4 5.W.5 5.W.6	6.W.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the topic sentence(s), supporting sentence(s), and concluding sentence(s) of provided paragraphs. • Identify text structures used in models of writing (compare/ contrast, cause and effect, summary, disciplinary literacy responses). • Write a topic sentence that expresses the main idea of a paragraph. • Write supporting sentences that connect to the main idea of a paragraph. • Write a conclusion sentence that summarizes the main idea of a paragraph. • Organize supporting paragraphs based on purpose.	• organized paragraph • topic sentence • supporting sentence • concluding sentence	• Disciplinary literacy response refers to writing in other content areas such as science, social studies, math, etc. (IN) • Districts/schools have the autonomy to determine the specific organizational structures that need to be explicitly taught and mastered at each grade level. (IN) • Learners may write a vague topic sentence that doesn't clearly explain what the paragraph will be about. (ME) • Learners may include unrelated information or details that do support the topic sentence. (ME) • Learners may not organize ideas so they flow smoothly from one point to another. (ME) • Learners may end abruptly without summarizing key points or providing a concluding thought. (ME)

Courses
Language Arts 5 Reading 5

FIFTH GRADE

<table>
<tr><td colspan="3" align="center">COMMUNICATION (C)
Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</td></tr>
</table>

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

5.C.1 Organize and present information as an individual and group for a formal and informal audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.C.1	5.C.2	6.C.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Determine the audience and purpose for a presentation. - Differentiate between formal and informal communication. - Organize facts and details of a topic, text, or story. - Explain ideas and conclusions in a discussion. - Actively listen to others' ideas in a discussion. - Prepare in advance of the discussion to increase your ability to participate.	- organize - present - formal audience - informal audience	- This standard refers to oral communication, not writing. (IN) - Learners may not focus on the most important information and include too many irrelevant details in presentations. (ME) - Learners may have difficulty organizing information in a clear, logical sequence, making it difficult for the audience to follow. (ME) - Learners may not have smooth transitions between sections creating a disjointed presentation. (ME) - Learners may not adjust the presentation style and content to meet the audience's needs or expectations. (ME)

Courses

Language Arts 5
Reading 5

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

5.C.2 Present ideas using proper eye contact, body language, and volume in formal and informal situations.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.C.2	5.C.1 5.C.4 5.C.6	6.C.2
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Speak audibly in complete sentences to express information and ideas. - Provide details to clarify information and ideas. - Maintain appropriate eye contact and body language when presenting information and ideas.	- present - eye contact - body language - volume - formal situation - informal situation	- Learners may speak too quietly or quickly or forget what they planned to say. (ME) - Learners may read directly from notes without making eye contact or using a monotone voice. (ME) - Learners may use too many fillers ("um," "uh," and "like") distracting from their message. (ME) - Learners may stand rigidly, fidget, or use distracting gestures. (ME)

Courses

Language Arts 5
Reading 5

FIFTH GRADE

Presentational Communication		
Learners will organize and express information in a format appropriate to the audience and purpose.		

5.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.C.4	5.C.2 5.C.6	6.C.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify words and phrases that have unfamiliar meanings. • Identify definitions of a word or phrase in context. • Identify the part of speech (noun, verb, adjective, adverb) to determine how it is used in the sentence. • Annotate the parts of a word containing familiar roots or words. • Use a glossary or online tool to find the meaning of a word. • Prepare for presentations and discussions incorporating conversational, academic, and domain-specific words and phrases.	• multiple-meaning words • multiple-meaning phrases • strategy	• This standard refers to oral communication, not writing. (IN) • Learners may use words in an incorrect context because they do not have a clear understanding of processes, context, or thinking applied to academic vocabulary. (ME) • Learners may not understand abstract concepts or technical terms described by academic vocabulary or domain-specific words, so words are used incorrectly. (ME)

Courses
Language Arts 5 Reading 5

FIFTH GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		
5.C.6 Engage in a range of discussions using active listening skills, posing and responding to specific questions to clarify information.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
4.C.6	5.C.2 5.C.4 5.C.7	6.C.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Listen to others, linking comments stated, and asking questions. • Take turns speaking during discussions. • Remain on topic during conversations through multiple exchanges.	• discussion • active listening skills • posing questions • responding to questions • specific questions • clarify information	• Learners may ask questions that are too vague or unrelated to the discussion. (ME) • Learners may not follow up on information provided by the speaker or ask repetitive questions. (ME) • Learners may interrupt the speaker instead of waiting for a pause to ask a question. (ME) • Learners may provide a vague or unrelated response that doesn't answer the question asked. (ME) • Learners may not take turns, maintain eye contact, or indicate they are showing interest in the conversation. (ME)
Courses		
Language Arts 5 Reading 5		

FIFTH GRADE

<table>
<tr><td colspan="3" style="background-color:#f0d0e8">Collaboration
Learners will work effectively with their peers to accomplish a common goal or purpose.</td></tr>
<tr><td colspan="3">5.C.7 Engage collaboratively to accomplish a common goal or purpose.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>4.C.7</td><td>5.C.6</td><td>6.C.7</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

- Identify a common goal/purpose.
- Identify roles within the group.
- Identify action steps needed to achieve the goal/purpose.
- Determine which group members will perform which action steps.
- Track progress and provide feedback on action steps.
- Recognize when cooperation is lacking or support is needed.

</td><td>

- collaboration
- cooperation
- purpose
- goal

</td><td>

- Learners may struggle to resolve conflicts arising within the group. (ME)
- Learners may have difficulty staying focused on the group task and managing time effectively. (ME)
- Learners may be hesitant to share ideas or remain silent during group activities. (ME)
- Learners may ignore or dismiss the contributions of others, leading to misunderstandings or conflicts in the group. (ME)
- Learners may struggle with respecting the opinions of other group members that may differ from their own. (ME)
- Learners may have difficulty understanding and accepting assigned roles or responsibilities. (ME)
- Learners may struggle with time management and organization to ensure all action steps are completed. (ME)

</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts 5
Reading 5</td></tr>
</table>

FIFTH GRADE

<table>
<tr><td colspan="3" style="text-align:center">READING (R)
<i>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</i></td></tr>
<tr><td colspan="3">Comprehension
<i>Learners will read to understand various complex literary and informational texts.</i></td></tr>
<tr><td colspan="3">5.R.1 Comprehend information during and after listening to a grade-level text.
*Refer to other grade-level standards to support comprehension.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>4.R.1</td><td>5.R.2
5.R.3a
5.R.3b
5.R.4
5.R.5</td><td>6.R.2
6.R.3a
6.R.3b
6.R.4</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

Demonstrate active listening skills.
Identify the topic of a read aloud.
Identify the main idea and supporting details.
Recall events, ideas, or concepts from the text.
Monitor and clarify understanding by asking and answering questions during a read aloud.
Confirm predictions after a read aloud.
Make text connections.
Identify the author's purpose.

</td><td>

listen
comprehend
grade-level text

</td><td>

This instruction is teacher-driven, modeling the application of grade-level comprehension standards while learners demonstrate understanding of an on-grade-level text. (IN)
Learners may have difficulty differentiating between supporting details and the main idea. (ME)
Learners may have difficulty recalling events, ideas, or concepts sequentially. (ME)
Learners may have difficulty identifying cues indicating the author's purpose in writing the text. (ME)

</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts 5
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</table>

FIFTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

5.R.2 Make inferences drawn from the text during and after reading a variety of genres, literary and informational texts.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.R.2	4.R.1 5.R.3a 5.R.3b 4.R.6 5.R.8	6.R.2 6.R.3a 6.R.3b 6.R.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify text evidence. • Identify the story setting, characters' actions, and plot. • Identify the topic, text structure, and information. • Differentiate between inferences and predictions. • Make connections to personal experiences or background knowledge. • Make conclusions based on evidence and reasoning.	• inference • genre • literary text • informational text	• Learners need to provide text evidence to support their inferences. (IN) • Learners may misinterpret details or miss underlying meanings from the text when making inferences. (ME) • Learners may look at the literal meaning of the text and miss deeper meanings of implied information. (ME) • Learners may overlook context clues that could help make inferences. (ME) • Learners may not synthesize information from different parts of the text that could help form inferences. (ME)

Courses
Language Arts 5 Reading 5

FIFTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		

5.R.3a Summarize an informational text or passage, stating the main idea(s) and providing supporting details.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.R.3a	5.R.2 5.R.4 5.R.6 5.R.9	6.R.3a
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the topic or topic sentence. • Identify important people, places, events, or ideas in a text. • Explain why one idea is more important than another. • Identify the main idea and supporting details of a text. • Explain an informational text using supports (graphic organizers, sentence frames). • Share gathered information orally.	• summarize • informational text • main idea • supporting ideas	• The standard is the same as the previous grade level; the level of text complexity increases the rigor of the standard. (IN) • Learners may include irrelevant details unrelated to the main idea. (ME) • Learners may overlook key details and focus only on the main idea. (ME)

Courses
Language Arts 5 Reading 5

FIFTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

5.R.3b Summarize a story by including major story elements after reading a literary text.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.R.3b	5.R.1 5.R.2 5.R.4 5.R.8	6.R.3b

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/Errors (ME)
- Identify the topic. - Identify the main character, setting, plot, and conflicts in the text. - Describe the plot events in sequential order. - Describe specific, relevant details from the text. - Explain a literary text using supports (graphic organizers, sentence frames). - Share gathered information orally.	- summarize - story elements - literary text	- The standard is the same as the previous grade level; the level of text complexity increases the rigor of the standard. (IN) - Learners may focus on irrelevant details that aren't crucial to the plot. (ME) - Learners may not describe the main characters and setting essential to providing context within the summary. (ME) - Learners may ignore the problem or conflict resolved in the text. (ME) - Learners may not include the resolution to the conflict or problem in their summary. (ME)

Courses
Language Arts 5 Reading 5

FIFTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		
5.R.4 Determine a claim or theme based on textual evidence.		

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.R.4	5.R.1 5.R.2 5.R.3a 5.R.3b	6.R.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
Literary Text: • List common themes that authors use. • Provide the central message or moral that an author conveys in a text. • Describe how a character changes or develops throughout the text. • Identify the repeated words, phrases, or ideas found within the text. • Provide evidence to support the lesson an author explains in the text. **Informational Text**: • List common claims or calls to action used by the author. • Describe details that support a claim. • Identify factual evidence to support a claim. • Explain why an author uses evidence to support a claim.	• claim • theme • textual evidence	• This is the first time learners will work on a claim independently. They may need additional instruction in the prerequisite skills for informational text. (IN) • Learners may not identify patterns, phrases, words, or symbols that appear repeatedly. (ME) • Learners may miss underlying ideas or deeper messages lying beneath surface-level details. (ME) • Learners may overlook specific details or descriptions of objects, characters, actions, or ideas expressed in the text. (ME) • Learners may have difficulty making connections between objects and characters and characters and the plot. (ME) • Learner may overlook the author's purpose or bias within statements surrounding the claim. (ME)

Courses
Language Arts 5 Reading 5

FIFTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		

5.R.5 Determine the meaning of unknown and multiple-meaning words and phrases within a text.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
4.R.5	5.F.10 5.F.11	6.R.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify words and phrases that have unfamiliar meanings. - Identify the definition of a word or phrase in context. - Identify the part of speech (noun, verb, adjective, adverb) to determine how the word is used in the sentence. - Annotate parts of a word that contain familiar roots or words. - Use a glossary or online tool to find the meaning of a word.	- multiple-meaning words - multiple-meaning phrases	- The standard is the same as the previous grade level; the level of text complexity increases the rigor of the standard. (IN) - Learners may not recognize context clues defining the word. (ME) - Learners may struggle to find words in the glossary or dictionary and determine which meaning (if multiple) to use. (ME) - Learners may have difficulty identifying familiar parts of words. (ME) - Learners may not relate the new word to their own experiences to clarify the meaning of the word. (ME)
Courses		
Language Arts 5 Reading 5		

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Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

5.R.6 Describe the structure of informational texts:
  a.   compare/contrast
  b.   cause/effect
  c.   problem/solution
  d.   description
  e.   sequential

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.R.6	5.R.1 5.R.2 5.R.3a 5.R.9	6.R.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Use previously learned text features to negotiate, read, and understand informational text (glossary, index, sidebars, timeline, maps/legends, graphs/ charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words). • Describe characteristics of different text structures (compare/ contrast, cause/effect, problem/ solution, description, sequential). • Identify the structure used in an informational text.	• structure • compare • contrast • cause • effect • problem • solution • description • sequential	• The standard is the same as the previous grade level; the level of text complexity increases the rigor of the standard. (IN) • Learners may confuse cause and effect and have difficulty understanding how one event leads to another. (ME) • Learners may have difficulty recognizing and defining the problem and corresponding solution within the text. (ME) • Learners may have difficulty assessing the effectiveness of the solution and suggesting alternatives. (ME) • Learners may have difficulty identifying the sequence of events or steps in complex or non-linear texts. (ME)

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FIFTH GRADE

<table>
<tr><td colspan="3">Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</td></tr>
<tr><td colspan="3">5.R.7 Determine how literary devices contribute to the meaning of a text:
  a. imagery
  b. metaphor
  c. idiom
  d. personification
  e. hyperbole
  f. simile
  g. alliteration
  h. onomatopoeia</td></tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.R.7	5.R.1 5.R.2 5.W.7 5.R.8	6.R.7

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify literary devices in a text. • Describe characteristics of different literary devices (imagery, metaphor, idiom, personification, hyperbole, simile, alliteration, onomatopoeia). • Determine the meaning of literary devices in sentences and paragraphs.	• literary device • imagery • metaphor • idiom • personification • hyperbole • simile • alliteration • onomatopoeia	• Learners may be confused about the difference between similes and metaphors. (ME) • Learners may take the text literally and miss the figurative language or deeper meaning of the literary devices. (ME) • Learners may not understand the purpose or effect of the device used in a text. (ME) • Learners may have difficulty analyzing the effect of figurative language on the reader's experience or text's meaning. (ME)

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FIFTH GRADE

Text Analysis

Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

5.R.8 Analyze a variety of fiction and poetry texts.
   a. Describe how an author develops a character's perspective after reading a story.
   b. Identify the point of view of a story.
   c. Compare and contrast approaches to similar themes and topics within stories in the same genre and types of poetry.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.R.8	5.R.1 5.R.2 5.R.3b 5.R.4 5.R.7	6.R.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Describe different perspectives. - Differentiate between first-, second-, or third-person point of view using pronouns. - Describe the character, setting, and events of a text. - Identify dialogue, actions, feelings, or thoughts of a character. - Identify the conflict of a text and explain how it is resolved. - Identify repeated words or phrases used in a text to explain the theme or topic. - List common themes used by authors. - Identify different types of poems. - Describe the structural components of poems. - Identify the genre of a text.	- perspective - point of view - genre - poetry	- Learners may be confused about the different points of view. (ME) - Learners may not understand that a character's perspective is inferred based on the character's actions, dialogue, and inner thoughts. (ME) - Learners may have difficulty recognizing how the author develops a character's perspective throughout the story. (ME) - Learners may confuse different points of view and have difficulty distinguishing between the narrator's voice and the character's voice. (ME) - Learners may have difficulty analyzing how point of view influences the story's tone, mood, and reader's experience. (ME) - Learners may have difficulty identifying themes and topics in a story or poem that are not explicitly stated. (ME)

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<table>
<tr><td colspan="3">Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</td></tr>
<tr><td colspan="3">5.R.9 Integrate information from several texts or media on the same informational topics.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>4.R.9</td><td>5.R.3a
5.R.4
5.R.6
5.IR.4</td><td>6.R.9</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

Assess the ability to concentrate and actively listen in a variety of media.
Recognize that multiple exposures to text or media (read, listen, view) are needed to process content.
Identify valid and credible sources of information.
Identify the main idea and supporting details/facts from informational sources.
Group-related information from multiple sources.

</td><td>

integrate
media
topic

</td><td>

Learners struggle to put the information in their own words. (ME)
Learners may struggle to determine the most important points and key details in a text. (ME)
Learners may not recognize similarities and differences in how each text presents, organizes, or emphasizes information. (ME)
Learners may have difficulty integrating information from both texts to form a clear and complete picture of the topic. (ME)

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<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts 5
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</table>

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<table>
<tr>
<td colspan="3" align="center">WRITING (W)
Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.</td>
</tr>
<tr>
<td colspan="3">Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</td>
</tr>
<tr>
<td colspan="3">5.W.1 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.</td>
</tr>
<tr>
<td>Preceding Standard(s)</td>
<td>Related Standard(s)</td>
<td>Successive Standard(s)</td>
</tr>
<tr>
<td>4.W.4</td>
<td>5.F.14
5.W.2
5.W.3
5.W.4
5.W.7
5.W.6
5.W.7
5.L.1</td>
<td>6.W.2</td>
</tr>
<tr>
<td>Prerequisite Skills</td>
<td>Key Vocabulary</td>
<td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td>
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<td>

Differentiate between the three main purposes of writing (inform, persuade, entertain).
Identify different audiences.
Recognize unclear writing (wordy, vague, contains irrelevant details).
Determine the purpose and task for writing.
Determine the intended audience for writing.
Determine the content, format, and style needed to accomplish the purpose of writing.

</td>
<td>

task
purpose
audience

</td>
<td>

Learners may not understand the expectations of the writing task. (ME)
Learners may have difficulty identifying the purpose and staying focused on that purpose throughout the writing process. (ME)
Learners may have difficulty adjusting their style, tone, or content to suit different audiences or lack a clear understanding of their intended audience. (ME)

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<td colspan="3">Courses</td>
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Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

5.W.2 Write using an organizational structure incorporating an introductory paragraph, multiple paragraphs (body), and a concluding section appropriate to the task.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.W.2	5.F.14 5.W.1 5.W.3 5.W.4 5.W.5 5.W.6	6.W.2

Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing. • Write a paragraph including a topic sentence, supporting sentences, and a conclusion. • Identify an organizational structure in a text (e.g., introductory paragraph, body, concluding section). • Plan using an organizational structure.	• organizational structure • introductory paragraph • body • concluding section	• Learners will go through this process with pieces of varying lengths. (IN) • Learners may have difficulty keeping all sentences in the paragraph focused on one topic. (ME) • Learners may start with a vague or unrelated sentence that does not set up the topic/main idea. (ME) • Learners may have difficulty organizing ideas in a logical order that flows smoothly from one idea to the next. (ME) • Learners may end a piece suddenly without summarizing key points or expressing a final thought or sense of closure. (ME)

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FIFTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

5.W.3 Write organized, informative pieces that include factual details on the topic. (See standards L.1, W.2, F.14.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.W.3	**Library Media:** 5.E.1 5.F.14 5.W.1 5.W.2 5.L.1 5.L.2	6.W.3

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify a topic, the purpose for writing, and the intended audience. • Identify factual details on a topic. • Identify organizational structures used for informative pieces (infographic, chart, table, poster, summary). • Write factual details on a topic. • Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing. • Write a paragraph including a topic sentence, supporting sentences, and a conclusion. • Write multiple organized paragraphs, including a topic sentence, multiple supporting sentences, and a concluding sentence.	• informative piece • factual detail • topic	• Organizational skills are still developing. Instruction and support using graphic organizers and color coding may be helpful. (IN) • Learners may focus on one "cool" fact rather than multiple facts. (ME) • Learners may struggle to identify important details to record about a topic. Learners have difficulty determining what is and is not important. (ME) • Learners may include personal stories or fictional elements rather than focusing on facts. (ME) • Learners may rely heavily on prior knowledge rather than seeking out new information. (ME) • Learners may struggle with organizing and sequencing information which creates a piece that is difficult to follow. (ME) • Learners may provide minimal details or have difficulty maintaining focus throughout the piece. (ME)

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Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

5.W.4 Write organized argumentative pieces on a topic using evidence to support the claim. (See standards L.1, W.2, F.14.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.W.4	**Library Media:** 5.E.1 5.F.14 5.W.1 5.W.2 5.L.1 5.L.2	6.W.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify a claim, purpose for writing, and intended audience. - Describe the qualities of strong arguments. - Identify arguments and evidence that support the claim. - Identify organizational structures used for argumentative pieces (poster, summary). - Write to share a claim and supporting evidence. - Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing. - Write a paragraph including a topic sentence, supporting sentences, and a conclusion. - Write multiple organized paragraphs, including a topic sentence, multiple supporting sentences, and a concluding sentence.	- argumentative piece - topic - evidence - claim	- Learners are still developing the skill of locating and organizing facts to support their arguments. Instruction and support using graphic organizers may be helpful. (IN) - Learners may write their opinions but neglect to support them with evidence. (ME) - Learners have difficulty expressing their own argument or the reasons supporting their argument. (ME) - Learners may have difficulty expressing a clear, focused argument that is not vague or inconsistent. (ME) - Learners may struggle with organizing their thoughts and arguments in a logical and clear manner. (ME) - Learners may use evidence that is unrelated to their argument or may not provide specific examples to justify their claim. (ME) - Learners may list examples without explaining how they connect to the argument expressed. (ME) - Learners may write arguments that are brief and lack elaboration, so it is difficult for readers to understand the reasoning behind their claim. (ME)

Courses
Language Arts 5

FIFTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

5.W.5 Use narrative techniques (e.g., dialogue, description, pacing) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally. (See standards L.1, W.2, F.14.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.W.5	5.F.14 5.W.1 5.W.2 5.W.6 5.L.1 5.L.2	6.W.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify real or imagined narratives. • Identify narrative techniques (dialogue, description, pacing). • Describe the qualities of an effective narrative. • Identify organizational structures for narrative writing. • List events in logical order. • Develop the characters and settings. • Use a variety of words, phrases, or dialogue to describe the characters' actions or feelings. • Pace the plot through the choice of words and phrases. • Use figurative language within descriptions. • Provide a resolution for the main problem/conflict. • Write complete sentences containing a subject and predicate and correct capitalization, punctuation, and word spacing. • Write a paragraph including a topic sentence, supporting sentences, and a conclusion. • Write multiple organized paragraphs, including a topic sentence, multiple supporting sentences, and a concluding sentence.	• dialogue • description • pacing • real event • imagined event	• Learners will create pieces of varying lengths. (IN) • Learners may assume they need to write pages of writing when they are not needed to complete the narrative. (ME) • Staying on topic throughout the piece may be a challenge for learners. (ME) • Learners may tell the story in non-sequential order creating a storyline that is difficult to follow. (ME) • Learners may have difficulty creating and developing well-rounded characters with distinct personalities, motivations, and emotions. (ME) • Learners may use dialogue that does not sound natural or may use inconsistent perspectives throughout the story. (ME) • Learners may have difficulty using effective transitions between events and scenes, disrupting the flow of the story and confusing readers. (ME)

Courses
Language Arts 5

FIFTH GRADE

Writing Process and Craft
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

5.W.6 Develop and strengthen writing utilizing the five steps appropriate to task, purpose, and audience.
- a. Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).
- b. Drafting: Develop writing from the planning process.
- c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, elaborating or combining sentences, rearranging sentences for clarity, or evaluating word choice (see standards 5.W.2 and 5.W.7).
- d. Editing: Improve writing by using appropriate grade-level spelling (see standard 5.F.9), sentence writing (see standard 5.L.1), and grammar standards (see standard 5.L.2).
- e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.W.6	5.F.9 5.F.14 5.W.1 5.W.2 5.W.7 5.L.1 5.L.2	6.W.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Understand that writing is a process in which thoughts and words are put on paper to share one's message. Then one goes back to edit the message.	• planning • drafting • revising • editing • presentation • publishing • task • purpose • audience	• Learners will go through this process with pieces of varying lengths. (IN) • Learners may need modeling and support to complete the process of their writing pieces. (IN) • Learners may assume that once their draft is completed, they are done with that writing piece. (ME)

Courses
Language Arts 5

Writing Process and Craft
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

5.W.7 Write with intentional word choice that integrates emotion or figurative language to create a mood for the reader.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.W.7	5.W.1 5.W.6 5.L.2	6.W.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Use words to describe emotions and set a mood for the piece. • Use descriptive language to develop visual imagery. • Use figurative language to develop the mood of the piece.	• intentional • word choice • emotion • mood	• Learners may use repetitive words that do not capture the intended emotion or imagery. (ME) • Learners may choose overly used general terms that do not go into specific details or describe sensory experiences. (ME)

Courses
Language Arts 5

FIFTH GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

5.L.1 Compose simple, compound, and complex sentences.
   a.   Use independent and dependent clauses.
   b.   Use quotation marks to indicate dialogue, quoted material, and titles of works.
   c.   Use capitalization and punctuation mechanics mastered in previous grades.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.L.1	5.F.14 5.W.3 5.W.4 5.W.5 5.W.6 5.L.2	6.L.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)

• Compose simple sentences containing proper capitalization, punctuation, and word spacing.
  o **Capitalization**: first letter, pronoun I, proper names, months, days of week, holidays, titles of respect, words in titles, geographical names, proper nouns, proper adjectives, and the first letter of a quotation.
  o **Punctuation**: period, question mark, exclamation mark, comma before coordinating conjunction, comma separating words in series, commas indicating dialogue, periods in abbreviations.
  o **Types of sentences**: declarative, imperative, interrogative, exclamatory.
• Differentiate between simple and compound sentences.
• Identify dialogue, quotations, and titles in a text.
	• simple sentence
	• compound sentence
	• complex sentence
	• independent clause
	• dependent clause
		• Learners may not understand when to use or not use commas. (ME)
		• Learners may not use quotation marks when writing. (ME)
		• Learners may not add punctuation at the end of sentences written or may use the incorrect punctuation for the type of sentence written. (ME)
		• Learners may not capitalize the first words in sentences written. (ME)
		• Learners may write sentences that lack a subject or verb. (ME)
		• Learners may combine independent clauses without an appropriate conjunction or punctuation. (ME)
		• Learners may misuse or omit coordinating conjunctions (and, but, or, so) when joining two independent clauses. (ME)
		• Learners may misuse or omit quotation marks when writing dialogue, quoting material, or writing titles of works. (ME)

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FIFTH GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

5.L.2 Recognize and use previous grade levels' parts of speech in simple, compound, and complex sentences.
a. Verb tenses (perfect and progressive).
b. Relative pronouns.
c. Correlative conjunctions.
d. Clauses and phrases.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.L.2	5.W.3 5.W.4 5.W.5 5.W.6 5.W.7 5.L.1	6.L.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify nouns (singular, regular plural, common, proper, irregular plural, concrete, abstract, possessive, irregular possessive). • Identify action verbs, linking and helping verbs, and explain their role in a sentence. • Identify tenses of verbs (past, present, future, past participle, irregular). • Ensure subject and verb agreement. • Identify singular and plural personal pronouns and the nouns they replace. • Identify the subject or object the relative pronoun refers to. • Identify adjectives (descriptive, possessive, comparative, superlative, and articles [a, an, the]). • Identify the complete and simple subject and predicate of a sentence. • Identify adverbs ending in -ly and describe frequency (always, often, never). • Identify prepositions and prepositional phrases. • Identify coordinating conjunctions (and, or, but, for, nor, so, yet).	• perfect verb tense • progressive verb tense • relative pronoun • correlative conjunctions • clause • phrase	• Grammer should be embedded in both reading and writing. With comprehension emphasized at the sentence level. (IN) • Learners may have difficulty distinguishing between the types of verbs and understanding how they are used. (ME) • Learners may be confused when to use the plural or possessive nouns. (ME) • Learners may struggle with subject-verb agreement. (ME) • Learners may not understand what perfect and progressive tenses are and how they differ from simple verb tenses. (ME) • Learners may not understand the rules regarding when to use perfect or progressive tense verbs. They may also struggle with irregular verb forms used in past participles. (ME) • Learners may have difficulty recognizing relative pronouns (who, whom, which, that) and their function in sentences. (ME) • Learners may have difficulty recognizing correlative conjunction pairs (e.g., both/and, either/or, neither/nor, whether/or) and understanding how they are used in sentences. (ME) • Learners may confuse phrases and clauses. (ME)

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FIFTH GRADE

<table>
<tr><td colspan="3" style="background-color:#F5C242">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">5.IR.1 Choose a topic of interest and develop a focus question for research.</td></tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.IR.1	**Library Media**: 5.I.1, 5.I.2 5.IR.2	6.IR.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Select a topic and define background knowledge on that topic. • Describe the purpose of a research question.	• research question • topic	• Learners may need to develop an understanding of the purpose of a research question. (ME) • Learners need to remember research questions can't be answered with a simple yes or no. (ME) • Learners may narrow their research possibilities to encounters in daily life or narrow interests, missing opportunities to explore new areas. (ME) • Learners may have difficulty understanding the scope of a research topic choosing something too narrow or broad. (ME) • Learners may not realize a research topic should have available resources and be complex enough to explore in depth. (ME)

Courses
Language Arts 5 Reading 5

FIFTH GRADE

<table>
<tr><td colspan="3">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">5.IR.2 Locate relevant information from a pair of provided, credible sources.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>4.IR.2</td><td>Library Media: 5.A.1, 5.A.2, 5.E.1, 5.E.2

5.IR.1
5.IR.4
5.IR.5</td><td>6.IR.2</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>Identify the purpose of the research.
Differentiate between facts and opinions.
Differentiate between relevant and irrelevant information.
Use search strategies to locate relevant informational sources (including digital and online sources).
Determine if resources are reliable and credible (biases, relevancy, authority, accuracy, currency, purpose).</td><td>relevant information
credible source</td><td>Learners may use overly vague or broad search terms leading to irrelevant results or lack of specific information. (ME)
Learners may not know how to use filters to narrow down search results or how to access different sections of a database. (ME)
Learners may have difficulty determining which information within a source is relevant. (ME)</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts 5
Reading 5</td></tr>
</table>

FIFTH GRADE

INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

5.IR.3 Use organizational tools and notetaking strategies to track relevant information from a provided pair of credible sources on a topic.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.IR.3	5.W.2 5.IR.4 5.IR.5	6.IR.3

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Use previously learned text features to negotiate, read, and understand informational text (glossary, index, sidebars, timelines, maps/legends, graphs/ charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words). • Describe characteristics of different text structures (compare/ contrast, cause/ effect, problem/ solution, description, sequential). • Identify organizational tools and notetaking strategies fitting the purpose of research. • Differentiate between relevant and irrelevant information.	• organizational tools • notetaking strategy • relevant • credible source	• Learners may need more guidance and support as they begin choosing the organizational tool that best supports their research. (IN) • Learners may have difficulty identifying relevant information pertaining to the topic. (ME)

Courses
Language Arts 5 Reading 5

FIFTH GRADE

<table>
<tr><td colspan="3" align="center">**INQUIRY AND RESEARCH (IR)**
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">**5.IR.4** Identify facts and multiple perspectives from credible sources.</td></tr>
<tr><td>**Preceding Standard(s)**</td><td>**Related Standard(s)**</td><td>**Successive Standard(s)**</td></tr>
<tr><td>4.IR.4</td><td>5.R.9
5.IR.2</td><td>6.IR.4</td></tr>
<tr><td>**Prerequisite Skills**</td><td>**Key Vocabulary**</td><td>**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**</td></tr>
<tr><td>

Identify signal words used to introduce facts (confirm, discovered, according to, demonstrated).
Distinguish between facts and opinions.
Identify criteria used to determine if a source is credible and apply them to evaluate sources for credibility.

</td><td>

fact
opinion
multiple perspectives
credible source

</td><td>

Learners may not look at more than one perspective of an issue. (ME)
Learners may have difficulty considering perspectives other than their own depending on the topic of the research. (ME)
Learners may not recognize information that can be verified through evidence or research. (ME)
Learners may miss cues indicating a statement is an opinion (I believe, best, should, worst). (ME)
Learners may accept a statement at face value without questioning the source or validity of the information. (ME)
Learners may not recognize the bias or author's purpose, which can influence whether a statement is presented as a fact or opinion. (ME)

</td></tr>
<tr><td colspan="3">**Courses**</td></tr>
<tr><td colspan="3">Language Arts 5
Reading 5</td></tr>
</table>

FIFTH GRADE

<table>
<tr><td colspan="3" style="background-color:#F5C842">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">5.IR.5 Cite and reference sources with a bibliography page using an approved citation format to avoid plagiarism.</td></tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
4.IR.5	**Library Media**: 5.IP.1, 5.IP.2, 5.IP.3 5.IR.1 5.IR.2 5.IR.4	6.IR.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Understand plagiarism, the consequences of plagiarizing, and strategies to avoid plagiarism. - Describe the purpose of a citation. - Identify the necessary components of a citation. - Identify the order of information on a citation/bibliography page.	- approved citation format - paraphrase - summarize - plagiarism - citation - bibliography page	- This is a challenging skill for learners at this level. They will need guidance as they go through the process of citing references. (IN) - Learners may have difficulty remembering and applying the citation rules for punctuation, italics, capitalization, and order of information. (ME) - Learners may have difficulty finding the information needed to make the citation. (ME)

Courses
Language Arts 5 Reading 5

SIXTH GRADE

COMMUNICATION
Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

6.C.1 Construct and deliver formal and informal presentations considering the provided audience and purpose, including multimedia components when appropriate.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.C.1	6.C.2 6.C.5 6.C.6 6.C.7 6.W.1 6.W.2	7.C.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Differentiate between formal and informal presentations. • Organize information to be presented to fit the purpose and intended audience. • Select and use multimedia components appropriate for audience and purpose. • Construct presentations utilizing supports (outlines, graphic organizers).	• formal presentation • informal presentation • audience • purpose • multi-media components	• Multimedia components are not limited to just slideshows and PowerPoint presentations. They could include slideshows, videos, photographs, audio files, animation, artifacts, etc. (IN) • Learners should be exposed to low-stakes presentations to help them build confidence. (IN) • Learners may have difficulty identifying and understanding the audience's needs, interests, and prior knowledge and adapting the tone and style to fit the audience. (ME) • Learners may have difficulty defining a clear purpose for the presentation resulting in an unfocused presentation. (ME) • Learners may have difficulty balancing multimedia and spoken or written content so multimedia components complement the main message. (ME)

Courses
Language Arts 6

SIXTH GRADE

Presentational Communication		
Learners will organize and express information in a format appropriate to the audience and purpose		
6.C.2 Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
5.C.2	6.C.1 6.C.6	7.C.2
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Differentiate between verbal and nonverbal communication. • Use appropriate eye contact, body language, volume, and pronunciation for presentations. • Differentiate between formal and informal presentations.	• eye contact • body language • volume • pronunciation • formal presentation • informal presentation	• Learners may need instruction in how to convey positive body language as well as how to avoid nervous gestures. (IN) • Learners may not realize that reading from a slide and occasionally looking at the audience is not effective communication. (ME) • Learners may have difficulty engaging with the audience, responding to questions, and spontaneously adapting to audience reactions. (ME)
Courses		
Language Arts 6		

SIXTH GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

6.C.5 Prepare for discussions by finding relevant connections to the topic or text.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
5.C.5	6.C.6 6.C.7	7.C.5

Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Locate information sources relevant to the topic and intended audience. • Summarize pertinent information from sources. • Determine how to organize information for presentation during discussion.	• relevant • connection	• Learners may need help to determine what is relevant information to bring to a discussion. (IN) • If learners are finding sources on their own, they may need help to determine if the source is reliable. (IN) • If the text is provided, learners may need some guiding questions to keep the discussion focused. (IN) • Learners may have difficulty organizing thoughts and expressing connections clearly and coherently. (ME) • Learners may have difficulty integrating information from different sources. (ME)

Courses
Language Arts 6 Reading 6

SIXTH GRADE

Collaboration
Learners will work effectively with their peers to accomplish a common goal or purpose.

6.C.6 Engage in a range of discussions and/or debates using active listening skills to be focused and present.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.C.6	6.C.2 6.C.5 6.C.7	7.C.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/Errors (ME)
• Differentiate between discussion and debate. • Demonstrate active listening through nonverbal communication (eye contact, posture, tracking the speaker, body language). • Use teacher-provided scaffolds (sentence stems) to participate in discussions. • Link comments, questions, and responses to the remarks of the speaker. • Organize prepared thoughts/ questions for use in discussion.	• discussion • debate • active listening skills	• The teacher may need to model how to participate in a discussion and have protocols in place/ guidance laid out to help students understand. (IN) • Learners may need instruction regarding how to effectively engage in a discussion versus a debate. Learners may move a focused discussion into a debate. (IN) • Learners will need guidance regarding how to be active listeners and how to respond in a way that shows they were listening to the other speakers in the group. (IN) • Learners may have difficulty demonstrating active listening skills during discussions. (ME) • Learners may have difficulty linking comments, questions, and remarks to information presented by the speaker. (ME) • Learners may have difficulty organizing information on a topic logically for a discussion or debate. (ME)

Courses
Language Arts 6

SIXTH GRADE

Collaboration
Learners will work effectively with their peers to accomplish a common goal or purpose.

6.C.7 Collaborate cooperatively with peers to accomplish a common goal or purpose.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.C.7	6.C.5 6.C.6	7.C.7

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify a common goal/purpose. • Identify roles within a group. • Identify action steps needed to achieve the goal/purpose. • Determine which group members will perform which action steps. • Track progress and provide feedback on action steps. • Recognize when cooperation is lacking or support is needed.	• collaboration • cooperation • purpose	• Learners will need guidance to define a common goal. (IN) • The teacher may need to model how to effectively work towards a common goal, track learning progress along the way, give feedback, and determine the next steps, including revising the goal. (IN) • Learners may have difficulty listening actively, clearly expressing ideas and thoughts, resolving conflicts, dealing with peer pressure, and establishing respect for fellow group members. (ME) • Learners may struggle with time management, division of tasks, member accountability, and goal setting. (ME)

Courses
Language Arts 6

SIXTH GRADE

READING
Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.

Comprehension
Learners will read to understand various complex literary and informational texts.

6.R.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.R.2 5.F.12	6.R.4 6.R.5 6.R.6 6.R.7 6.R.8 6.R.9	7.R.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Ask and answer questions about key details from a text. • Connect textual information to prior knowledge. • Use textual evidence to compare, contrast, predict, and infer information from text. • Draw conclusions based on key details from a text.	• inference • textual evidence	• Learners will need guidance regarding developing an inference based on the text. (IN) • Learners will need guidance in the selection of relevant textual evidence. (IN) • Learners may repeat inferences and textual evidence rather than expanding on them. (ME) • Learners may have difficulty identifying inferences found in texts with multiple interpretations or varying perspectives. (ME) • Learners may not connect textual evidence to the inferences made. (ME)

Courses
Language Arts Reading

SIXTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		
6.R.3a Summarize nonfiction texts objectively, including relevant details.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
5.R.3a 5.F.12	6.R.4 6.R.9	7.R.3a
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify key details and main ideas from a text. - Differentiate between subjective and objective information. - Recognize word choices signifying objective or subjective information. - Differentiate between relevant and irrelevant information.	- summarize - objectivity - relevant	- Learners will need guidance regarding developing an inference based on the text. (IN) - Learners will need guidance in the selection of relevant textual evidence. (IN) - Teachers will need to teach the difference between paraphrasing and summarizing. (IN) - Learners may have difficulty distinguishing between objective and subjective information. (ME) - Learners may have difficulty avoiding the use of personal opinions or biases and using objective language in summaries. (ME) - Learners may have difficulty organizing information in a logical sequence and summarizing it coherently. (ME) - Learners may have difficulty identifying essential information that should be included in the summary. (ME)
Courses		
Language Arts 6 Reading 6		

SIXTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		
6.R.3b Summarize literary texts objectively, including relevant details.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
5.R.3b 5.F.12	6.R.4 6.R.8	7.R.3b
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify key details and main ideas from a text. - Differentiate between subjective and objective information. - Recognize word choices signifying objective or subjective information. - Differentiate between relevant and irrelevant information.	- summarize - objectivity - relevant	- Learners will need guidance regarding developing an inference based on the text. (IN) - Learners will need guidance in the selection of relevant textual evidence. (IN) - Teachers will need to teach the difference between paraphrasing and summarizing. (IN) - Learners may have difficulty determining which details should be included when a text contains many descriptive or narrative elements. (ME) - Learners may have difficulty balancing the inclusion of enough detail to convey the essence of the text while maintaining a concise summary. (ME) - Learners may struggle with maintaining objectivity and leaving out emotional responses or interpretations. (ME)
Courses		
Language Arts 6 Reading 6		

SIXTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

6.R.4 Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.R.4 5.F.12	6.R.2 6.R.3a 6.R.3b	7.R.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the main idea, claim, or theme of a text. • Identify supportive details for the main idea, claim, or theme citing textual evidence.	• main idea • claims • theme • textual evidence	• Themes are often very difficult for learners to figure out. Scaffolding may be needed where a theme is first provided, and the learners find textual evidence to support it. (IN) • Reasoning is very difficult for learners, so modeling will be needed to show them how to make connections. (IN) • Learners may struggle to find the main idea of a nonfiction text. They will need guidance on how to find the main idea. (ME) • Learners may have difficulty differentiating between main ideas, themes, and claims and the supporting details that elaborate on them. (ME) • Learners may have difficulties recognizing and explaining connections between textual evidence and main ideas, claims, or themes. (ME)

Courses
Language Arts 6 Reading 6

SIXTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

6.R.5 Determine the meaning of words and phrases as they are used in the text, including figurative, denotative, and connotative meanings.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.R.5 5.F.8 5.F.10 5.F.11	6.R.2 6.R.7 6.L.1	7.R.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Use contextual clues to determine the meaning of unfamiliar words or phrases used in a text. • Use resources to determine the meaning of unfamiliar or multi-meaning words or phrases used in a text (dictionary, thesaurus, electronic tools). • Identify types of figurative language (metaphor, simile, personification, idioms). • Differentiate between words with similar denotations but different connotations.	• figurative language • denotation • connotation	• Learners may have difficulty understanding and interpreting non-literal meanings of expressions using figurative language. (ME) • Learners may have difficulty differentiating between denotative and connotative meanings of words. (ME) • Learners may not understand that word meanings may vary depending upon the context in which they are used. (ME) • Learners may confuse the meaning of words with multiple meanings or ambiguous usage in different contexts. (ME)

Courses
Language Arts 6 Reading 6

SIXTH GRADE

<table>
<tr>
<td colspan="3">Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</td>
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<tr>
<td colspan="3">6.R.6 Describe how a paragraph, chapter, stanza, or section fits into the overall structure of a text and contributes to the development of ideas.</td>
</tr>
<tr>
<td>Preceding Standard(s)</td>
<td>Related Standard(s)</td>
<td>Successive Standard(s)</td>
</tr>
<tr>
<td>5.R.6</td>
<td>6.R.2
6.R.7
6.R.8
6.R.9</td>
<td>7.R.6</td>
</tr>
<tr>
<td>Prerequisite Skills</td>
<td>Key Vocabulary</td>
<td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td>
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Describe the characteristics of different text structures.
Describe how a section, paragraph, stanza, or sentence contributes to the development of the meaning of the text.

NOTE: All Comprehension standards are prerequisites to the analysis standards.
</td>
<td>

text structure
stanza
purpose
sections

</td>
<td>

Seventh and eighth-grade learners will build on this skill to start analyzing text. A strong foundation in identifying how the elements of text structure fit together will be very helpful. (IN)
Learners may not recognize or understand the purpose of paragraphs, chapters, stanzas, or sections of a text and how these elements contribute to the organization and flow of ideas. (ME)
Learners may not understand how structural elements advance the plot, develop characters, present arguments, or convey themes within a text. (ME)
Learners may not understand why the author chose the structural element used in a text. (ME)

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<tr>
<td colspan="3">Courses</td>
</tr>
<tr>
<td colspan="3">Language Arts 6
Reading 6</td>
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</table>

SIXTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

6.R.7 Describe how an author uses figurative language and specific word choice to affect meaning in a text (See Appendix A for suggested terminology).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.R.7	6.R.2 6.R.5 6.R.6 6.R.8 6.R.9 6.W.7	7.R.7

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify types of figurative language in isolation and within a text (simile, metaphor, idiom, personification, hyperbole, alliteration, onomatopoeia). • Interpret the meaning of specific examples of figurative language in context. • Differentiate between words with similar denotations but different connotations.	• figurative language • word choice	• The prerequisite list suggests some types of figurative language that should have been taught previously. A list of suggested types of figurative language applicable to this standard may be found in Appendix A of the standards document. (IN) • Comprehension skills should come first, then learners should be taught how to build on those skills for analysis. (IN) • Learners will need guidance finding different types of figurative language and analyzing how and why the author uses it. (IN) • Learners may struggle with connecting the use of figurative language and word choice to themes, character development, or narrative structure within the text. (ME) • Learners may not understand how the author's word choice contributes to the tone, mood, or atmosphere of the text or the author's purpose. (ME)

Courses
Language Arts 6 Reading 6

SIXTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

6.R.8 Analyze a variety of fiction texts using textual evidence for support.
   a. Describe how characters and the plot develop over the course of a text.
   b. Identify the point of view and describe how it affects the story.
   c. Describe how multiple works or genres address the same topic.
   d. Describe how an author's background and/or the period affects the telling of a story.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.R.8	6.R.2 6.R.3b 6.R.6 6.R.7	7.R.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify types of characters. • Recognize changes in plot. • Make inferences about changes in characters within a literary text. • Analyze changes in plot development throughout the text. • Define various points of view (first person, third person, limited, omniscient). • Describe how the point of view impacts the literary text. • Identify the genre of a specific text. • Explain the impact of the author's background and/or time period on a given text. • Analyze how multiple works or genres address the same topic.	• textual evidence • plot • point of view • genre	• Analyzing versus comprehending is difficult for middle school learners. Teachers need to look at the questioning used with learners to determine if it digs into the analysis. (IN) • Comprehension will work together with this standard. As learners work through the different parts of analysis, they will comprehend the text at a deeper level. (IN) • Learners may not understand the depth and complexity of characters, including motivations, traits, and changes throughout the story. (ME) • Learners may have difficulty understanding the sequence of events, conflicts, and resolutions of a plot and identifying key turning points or the climax. (ME) • Learners may not understand how characters' interactions with each other influence the development of plots involving multiple characters and subplots. (ME) • Learners may not recognize how different narrative points of view shape the reader's understanding of events and characters. (ME) • Learners may have a limited understanding of societal norms, historical events, or personal experiences of authors, causing difficulties identifying the impact these factors have on a text. (ME)

Courses
Language Arts 6 Reading 6

SIXTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

6.R.9 Analyze a variety of nonfiction texts using textual evidence for support.
   a.   Identify the author's point of view and purpose and describe how it influences the meaning of the text.
   b.   Describe how various authors present information on similar topics.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.R.9	6.R.2 6.R.3a 6.R.6 6.R.7	7.R.9

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify the purpose and point of view of the author. - Analyze how the author's purpose and point of view influence the meaning of the text. - Explain the author's point of view/perspective (firsthand, secondhand, primary, secondary). - Identify the three main purposes for nonfiction (entertain, persuade, inform). - Analyze how various authors present information on similar topics.	- textual evidence - point of view - purpose - nonfiction	- Learners may need guidance in how to make text-to-text connections at an analysis level versus just doing a compare/ contrast. (IN) - Comprehension will work together with this standard. As learners work through the different parts of analysis, they will comprehend the text at a deeper level. (IN) - Learners may have difficulty identifying the author's bias or a subjective viewpoint. (ME) - Learners may have difficulty using tone, language, and structure to identify the author's purpose behind writing the text (e.g., inform, persuade, entertain, explain). (ME) - Learners may not connect the author's point of view and purpose to the overall meaning of the text. (ME)

Courses
Language Arts 6 Reading 6

SIXTH GRADE

WRITING (W)
Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

6.W.1 Produce clear writing organized according to the task, purpose, and audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.W.1	6.W.2 6.W.3 6.W.4 6.W.5 6.W.6 6.W.7 6.L.1	7.W.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify and describe different purposes of writing. - Identify different audiences. - Recognize unclear writing (wordy, vague, contains irrelevant details). - Determine the purpose and task for writing. - Determine the intended audience for writing. - Determine the content, format, and style needed to accomplish the purpose of writing. - Use language most appropriate to the audience and purpose.	- task - purpose - audience	- Writing tasks could include both formal and informal pieces. (IN) - Standard 6.IR.5 may be needed as a related standard if sources are used. (IN) - Learners may not understand the needs, interests, or expectations of the intended audience creating difficulties in adjusting tone, style, and level of formality in their writing. (ME) - Learners may have difficulty expressing a clear purpose or thesis statement to guide the focus and content of their writing. (ME) - Learners may not focus on specific requirements of the writing task and structure content accordingly. (ME)

Courses
Language Arts 6

SIXTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

6.W.2 Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.F.14 5.W.2	6.W.1 6.W.3 6.W.4 6.W.5	7.W.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/Errors (ME)
• Identify the purpose, task, and intended audience for writing. • Plan using an organizational structure (summary, disciplinary literacy response, compare/ contrast, cause/effect, problem/ solution, opinion, informative.) • Write complete sentences and paragraphs using correct capitalization and punctuation. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	• structure • introduction • transitions • body paragraph • conclusion	• Different parts of the writing structure will need to be explicitly taught (e.g., Learners will need guidance regarding how to write a good introduction, etc.) (IN) • Learners may not organize ideas in a logical sequence that flows smoothly from one point to the next. (ME) • Learners may not ensure ideas within and between paragraphs are connected and related to the main topic or thesis statement. (ME) • Learners may have difficulty writing clear and concise sentences that convey ideas effectively and avoid ambiguity or confusion when using complex sentence structures or vocabulary. (ME) • Learners may not focus on the main idea or central argument throughout the writing and may not elaborate on ideas with sufficient detail to support arguments or explanations in a clear manner. (ME)

Courses
Language Arts 6

SIXTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

6.W.3 Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
5.W.3	6.W.1 6.W.2 6.W.6 6.W.7 6.L.1	7.W.3
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify the purpose and audience for writing. - Determine the topic of interest for the focus of the research and writing. - Select relevant and reliable informational sources. - Summarize relevant information from sources. - Determine the writing elements and organizational structure to use when writing. - Identify different mediums for informative/explanatory text and describe the text features of each. - Determine the medium for the informative/explanatory text that fits the purpose and intended audience. - Write complete sentences and paragraphs using correct capitalization and punctuation. - Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. - Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	- informative - explanatory - medium	- A summary is one type of informative writing. Learners often have the misconception they should always summarize in an informative essay. They will need guidance to develop key ideas without just summarizing. (IN) - Learners may provide general or broad statements without supporting them with specific details, examples, or evidence. (ME) - Learners may not effectively connect ideas, making it difficult for readers to understand how different parts of the text relate. (ME) - In explanatory writing, learners may not focus on factual information and objective explanations and instead include personal opinions or unsupported assertions. (ME) - Learners may not explain how textual evidence supports points made in explanations. (ME) - Learners may have difficulty making accurate and concise summaries of complex information. (ME)
Courses		
Language Arts 6		

SIXTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

6.W.4 Write using argumentative techniques to develop claims using supporting evidence and logical reasoning.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.W.4	6.W.1 6.W.2 6.W.6 6.W.7 6.L.1	7.W.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify the claim and context for an argument. - Identify valid and reliable evidence supporting the claim. - Make connections using logical reasoning. - Write complete sentences and paragraphs using correct capitalization and punctuation. - Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. - Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	- argumentative technique - claim - evidence - logical reasoning	- Learners will need guidance in selecting relevant evidence to match their claim. (IN) - Learners will often make a counterclaim that is not relevant to their claim or add new points. They need guidance to ensure their counterclaim relates to what they have already written. (IN) - Learners may put evidence back-to-back without any reasoning and assume that is sufficient. (ME) - Learners may have difficulty forming a clear and specific thesis statement that clearly states their argument or claim. (ME) - Learners may not rely on credible sources or provide insufficient or anecdotal evidence to support their claims. (ME) - Learners may not address potential counterclaims or opposing viewpoints. (ME) - Learners may rely heavily on personal beliefs or opinions to support claims instead of using objective evidence and logical reasoning. (ME)

Courses
Language Arts 6

SIXTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

6.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.W.5	6.W.1 6.W.2 6.W.6 6.W.7 6.L.1	7.W.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Describe elements of a narrative. - Recognize qualities of effective narrative writing (dialogue, characterization, description). - Generate possible conflicts, conversations, or events a character could encounter. - Outline the sequences of basic plot events into a beginning, middle, and end. - Develop characters and traits. - Establish setting. - Write complete sentences and paragraphs using correct capitalization and punctuation. - Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. - Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	- narrative technique - event sequence	- Personal narrative is just one form of narrative writing that could be used for students. (IN) - Learners may produce writing that lacks a clear plot structure or contains weak character development. (ME) - Learners may switch between different points of view without establishing a consistent narrative perspective. (ME) - Learners may rely too heavily on dialogue or descriptive passages without balancing these elements with action or plot development. - Learners may create a piece that lacks a conflict used to move the plot forward. (ME) - Learners may create a piece that lacks resolution or contains an abrupt ending leaving unanswered questions. (ME)

Courses
Language Arts 6

SIXTH GRADE

<table>
<tr><td colspan="3" style="background-color:#d9ead3">Writing Process and Craft
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</td></tr>
<tr><td colspan="3">6.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to provide clarity to the audience.</td></tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.W.6	6.W.1 6.W.2 6.W.3 6.W.4 6.W.5 6.W.7 6.L.1	7.W.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the purpose and audience for writing. • Determine the appropriate format for the writing tasks. • Develop and strengthen writing utilizing the five steps of the writing process.	• plan • draft • revise • edit • clarity • audience	• Refer to preceding standard 5.W.6 for a definition of the parts of the writing process. (IN) • Learners may assume that once the draft is completed, the writing is finished. (ME)

Courses
Language Arts 6

SIXTH GRADE

Writing Process and Craft		
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.		

6.W.7 Produce writing that uses intentional word choice and voice to match the writing purpose.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.W.7	6.R.5 6.W.1 6.W.3 6.W.4 6.W.5 6.W.6 6.L.1	7.W.7

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Recognize the difference between word denotation and connotations. • Identify the purpose for writing. • Recognize voice in varied written texts.	• intentional • word choice • voice	• Mentor texts could be used to model strong word choice and voice. (IN) • Learners may have difficulty establishing the appropriate tone to match the purpose of their writing. (ME) • Learners may not maintain a consistent voice throughout their writing. (ME) • Learners may produce writing that lacks variety and depth due to the use of repetitive or basic vocabulary. (ME) • Learners may overuse informal language. (ME) • Learners may produce writing with an inconsistent tone or tone inappropriate for the genre or writing purpose. (ME)

Courses
Language Arts 6

SIXTH GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

6.L.1 Apply language knowledge for a specific task, purpose, intention, and audience, resolving usage issues as needed.
   a.   Generate simple, compound, and complex sentences.
   b.   Recognize and correct inappropriate fragments and run-ons.
   c.   Use varying forms of punctuation accurately.
   d.   Follow standard grammar conventions mastered in previous grades

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.L.1 5.L.2	6.W.1 6.W.6	7.L.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the purpose and intended audience for writing and describe how task, purpose, and audience affect language usage. • Recognize when sentences lack variety and interest. • Write simple, compound, and complex sentences. • Recognize and correct inappropriate fragments and run-ons. • Use varying forms of punctuation accurately. • Identify and correctly use different parts of speech. • Use correct subject/verb agreement, independent and dependent clauses, and ensure the sentence contains subjects and predicates.	• simple sentence • compound sentence • complex sentence • fragment • run-on • punctuation	• Learners may struggle to vary their sentence structures or may use compound or complex sentences ineffectively. (ME) • Learners may have difficulty building complex sentences containing subordinate and coordinate clauses. (ME) • Learners may have difficulty distinguishing between complete sentences and sentence fragments. (ME) • Learners may use semicolons, periods, or commas incorrectly or use coordinate conjunctions to separate independent clauses inappropriately, creating run-on sentences. (ME)

Courses
Language Arts 6

SIXTH GRADE

<table>
<tr><td colspan="3" style="background-color:#F5C242"><div align="center">**INQUIRY AND RESEARCH (IR)**
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</div></td></tr>
<tr><td colspan="3">**6.IR.1** Develop a research question based on a given topic, problem, or need.</td></tr>
<tr><td>**Preceding Standard(s)**</td><td>**Related Standard(s)**</td><td>**Successive Standard(s)**</td></tr>
<tr><td>5.IR.1</td><td>**Library Media**: 6.I.1, 6.I.2

6.IR.2</td><td>7.IR.1</td></tr>
<tr><td>**Prerequisite Skills**</td><td>**Key Vocabulary**</td><td>**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**</td></tr>
<tr><td>Select a topic, need, or problem and define background knowledge on that topic, need, or problem.
Describe the purpose of a research question.
Develop a focus question for research.</td><td>research question
topic
problem</td><td>Learners may not understand research questions are not "yes or no" questions and cannot be answered with a simple internet search or a single sentence. (ME)
Learners may have difficulty determining the appropriate scope of the research question. (ME)
Learners may confuse a topic or subject area with a research question. (ME)
Learners may not align the research question with the purpose of the investigation. (ME)
Learners may have difficulty writing a clear, specific, and focused research question designed to guide their investigation. (ME)</td></tr>
<tr><td colspan="3">**Courses**</td></tr>
<tr><td colspan="3">Language Arts 6
Reading 6</td></tr>
</table>

SIXTH GRADE

<table>
<tr>
<td colspan="3">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td>
</tr>
<tr>
<td colspan="3">6.IR.2 Locate relevant information from a provided set of credible sources.</td>
</tr>
<tr>
<td>Preceding Standard(s)</td>
<td>Related Standard(s)</td>
<td>Successive Standard(s)</td>
</tr>
<tr>
<td>5.IR.2</td>
<td>Library Media: 6.A.1, 6.A.2

6.IR.1
6.IR.3
6.IR.4
6.IR.5</td>
<td>7.IR.2</td>
</tr>
<tr>
<td>Prerequisite Skills</td>
<td>Key Vocabulary</td>
<td>Instructional Notes (IN) and Common Learner Misconceptions/Errors (ME)</td>
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<tr>
<td>

Identify the purpose of the research.
Differentiate between facts and opinions.
Differentiate between relevant and irrelevant information.
Determine if information from the source is relevant.

</td>
<td>

relevant information
credible source

</td>
<td>

If the school had a media specialist, that person would be a great resource to assist with teaching this standard. (IN)
Learners may need explicit instruction regarding what relevant information means in relation to research. (IN)
Learners may use a search engine for a topic and take the first source. They will need guidance on how to dig deeper and find the most relevant source for their purpose. (ME)
Learners may have difficulty generating effective keywords and search terms that reflect the research question. (ME)
Learners may have difficulty sorting through information to find pertinent and useful details. (ME)

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<tr>
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Reading 6</td>
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</table>

SIXTH GRADE

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<tr><td colspan="3" style="text-align:center">INQUIRY AND RESEARCH (IR)
<i>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</i></td></tr>
<tr><td colspan="3">6.IR.3 Organize main concepts from provided sources using a given notetaking strategy.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>5.IR.3</td><td>6.IR.2
6.IR.4
6.IR.5</td><td>7.IR.3</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

Identify the main ideas and relevant details from each source.
Recognize types of organizers that may be used for notetaking (T-chart, Cornell notes, Venn diagram).
Describe multiple notetaking strategies (Cornell method, mapping, outlining, charting, sentence method).
Summarize information from sources.
Record main concepts from sources using notetaking strategies.

</td><td>

organize
main concepts

</td><td>

Learners should be exposed to multiple strategies, so that when they need to be independent, they are able to select the most effective strategy for their purpose and learning style. (IN)
Learners may have difficulty identifying relevant information from a given source. (ME)

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Reading 6</td></tr>
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SIXTH GRADE

<table>
<tr>
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Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td>
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<tr>
<td colspan="3">6.IR.4 Analyze information from credible sources, considering multiple perspectives.</td>
</tr>
<tr>
<td>Preceding Standard(s)</td>
<td>Related Standard(s)</td>
<td>Successive Standard(s)</td>
</tr>
<tr>
<td>5.IR.4</td>
<td>Library Media: 6.E.1, 6.E.2

6.R.2
6.R.9
6.IR.2
6.IR.3</td>
<td></td>
</tr>
<tr>
<td>Prerequisite Skills</td>
<td>Key Vocabulary</td>
<td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td>
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<tr>
<td>

Distinguish between facts and opinions.
Describe perspective.
Determine the author's perspective and purpose.
Describe how perspective and purpose impact a source's credibility.
Recognize the factors of credibility (e.g., author level of expertise, author point of view, source publication date).

</td>
<td>

credibility
perspective

</td>
<td>

While .org, .gov, .edu, etc. websites are reliable and credible most of the time, they may not always be unbiased. (IN)
Learners may analyze information at a surface level without digging into implications, assumptions, and underlying issues with the source. (ME)
Learners may rely too heavily on one source without cross-referencing other credible sources leading to an incomplete or biased understanding of a topic. (ME)
Learners may not consider the historical, cultural, or situational context of the information. (ME)
Learners may select information that supports their pre-existing beliefs or opinions and disregard information that contradicts them. (ME)
Learners may have difficulty identifying bias in sources or understanding how bias influences the information. (ME)
Learners may have difficulty integrating multiple perspectives without comparing, contrasting, or synthesizing them. (ME)
Learners may not examine the credibility, supporting evidence, or expertise behind different perspectives on a topic. (ME)

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Reading 6</td>
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</table>

SIXTH GRADE

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<tr><td colspan="3" style="text-align:center">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">6.IR.5 Integrate information from sources using a standardized format.
    a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.
    b. Generate a citation/bibliography page using a standardized format.</td></tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.IR.5	**Library Media**: 6.IP.1a, 6.IP.1b, 6.IP.2, 6.IP.3 6.W.2 6.IR.2 6.IR.3	7.IR.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Understand plagiarism, the consequences of plagiarizing, and strategies to avoid plagiarism. • Differentiate between quotations, paraphrasing, and summarizing. • Reference sources when quoting, paraphrasing, and/or summarizing information. • Describe the purpose of a citation. • Identify the necessary components of a citation. • Identify the order of information on a citation/bibliography page.	• standard format • quote • paraphrase • summarize • plagiarism • citation • bibliography	• Learners may need explicit instruction on how to reference a source within a text. (IN) • Learners may not format direct quotations correctly or attribute quotations to their sources. (ME) • Learners may limit words changed or misinterpret or alter the original meaning when paraphrasing or forget to cite the original source after paraphrasing. (ME) • Learners may not provide citations for summarized information. (ME) • Learners may omit author names, publication dates, titles, or page numbers from citations. (ME) • Learners may not format citations consistently in the bibliography. (ME)

Courses
Language Arts 6 Reading 6

SEVENTH GRADE

COMMUNICATION (C)		
Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.		
Presentational Communication *Learners will organize and express information in a format appropriate to the audience and purpose.*		
7.C.1 Construct and deliver formal and informal presentations considering the audience and purpose using multimedia components when appropriate.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
6.C.1	7.C.2 7.W.1 7.W.2 7.IR.5	8.C.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Differentiate between formal and informal presentations. - Identify the intended audience and purpose of the presentation. - Organize information to be presented to fit the purpose and intended audience. - Select and use multimedia components appropriate for audience and purpose. - Construct presentations utilizing supports (outlines, graphic organizers).	- formal presentation - informal presentation - audience - purpose - multi-media components.	- Multimedia components are not limited to just slideshows and PowerPoint presentations. They could include slideshows, videos, photographs, audio files, animation, artifacts, etc. (IN) - Learners should be exposed to low-stakes presentations to help them build confidence. (IN) - Learners may have difficulty identifying and understanding the audience's needs, interests, and prior knowledge and adapting the tone and style to fit the audience. (ME) - Learners may have difficulty defining a clear purpose for the presentation resulting in an unfocused presentation. (ME) - Learners may have difficulty balancing multimedia and spoken or written content so multimedia components complement the main message. (ME)
Courses		
Language Arts 7		

SEVENTH GRADE

Presentational Communication		
Learners will organize and express information in a format appropriate to the audience and purpose.		
7.C.2 Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
6.C.2	7.C.1 7.C.6	8.C.2
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Differentiate between verbal and nonverbal communication. • Use appropriate eye contact, body language, volume, and pronunciation for presentations. • Differentiate between formal and informal presentations.	• eye contact • body language • volume • pronunciation • formal presentation • informal presentation	• Learners may need instruction regarding how to convey positive body language as well as how to avoid nervous gestures. (IN) • Learners may not realize reading off a slide and occasionally looking at the audience is ineffective communication. (ME) • Learners may have difficulty engaging with the audience, responding to questions, and spontaneously adapting to audience reactions. (ME)
Courses		
Language Arts 7		

SEVENTH GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

7.C.5 Prepare for discussions by finding relevant and specific connections to the topic or text.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
6.C.5	7.C.6 7.C.7 7.IR.5	8.C.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Locate information sources relevant to the topic and intended audience. • Summarize pertinent information from sources.	• relevant • connection	• Learners may need assistance determining what is relevant information to bring to a discussion. (IN) • If learners are finding sources on their own, they need help determining if the source is reliable. (IN) • If the text is provided, learners may need some guiding questions to keep the discussion focused. (IN) • Learners may have difficulty organizing thoughts and expressing connections clearly and coherently. (ME) • Learners may have difficulty integrating information from different sources. (ME)

Courses
Language Arts 7 Reading 7

SEVENTH GRADE

Collaboration
Learners will work effectively with their peers to accomplish a common goal or purpose.

7.C.6 Engage in a range of discussions and/or debates.
   a.   Use active listening skills to stay focused and present.
   b.   Reference others' ideas and/or connections to a text.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.C.6	7.C.2 7.C.5 7.C.7	8.C.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Differentiate between discussion and debate. • Demonstrate active listening through nonverbal communication (eye contact, posture, tracking the speaker, body language). • Use teacher-provided scaffolds (sentence stems) to participate in discussions. • Link comments, questions, and responses to the speaker's remarks. • Identify relevant information or connections for a specific topic/ text. • Combine information from multiple sources on a topic (text, discussion, video). • Organize prepared thoughts/ questions for use in discussion.	• discussion • debate • active listening skills • connections	• Learners may need instruction regarding how to effectively engage in a discussion versus a debate. Learners may move a focused discussion into a debate. (IN) • Learners will need guidance on how to be active listeners and how to respond in a way that shows they were listening to the other speakers in the group. (IN) • The teacher may need to model how to participate in a discussion and have protocols in place or guidance laid out to help learners understand. (IN) • Learners may have difficulty demonstrating active listening skills during discussions. (ME) • Learners may have difficulty linking comments, questions, and responses to information presented by the speaker. (ME) • Learners may not organize information logically for a discussion or debate. (ME) • Learners may have difficulty combining information from multiple sources on a topic. (ME)

Courses
Language Arts 7

SEVENTH GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

7.C.7 Collaborate cooperatively with peers to accomplish a common goal or purpose.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
6.C.7	7.C.5 7.C.6	8.C.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify a common goal/purpose. • Identify roles within the group. • Identify action steps needed to achieve the goal/purpose. • Determine which group members will perform which action steps. • Track progress and provide feedback on action steps. • Recognize when cooperation is lacking or support is needed.	• collaboration • cooperation • purpose	• Learners will need guidance on how to define a common goal. (IN) • The teacher may need to model how to effectively work towards a common goal, track learning progress along the way, give feedback, and determine the next steps, which may include revising the goal. (IN) • Learners may have difficulty listening actively, clearly expressing ideas and thoughts, resolving conflicts, dealing with peer pressure, and establishing respect for fellow group members. (ME) • Learners may struggle with time management, division of tasks, member accountability, and goal setting. (ME)
Courses		
Language Arts 7		

SEVENTH GRADE

READING (R)
Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.

Comprehension
Learners will read to understand various complex literary and informational texts.

7.R.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence and reasoning.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.R.2	7.R.4 7.R.5 7.R.6 7.R.7 7.R.8 7.R.9	8.R.2
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Ask and answer questions about key details from a text. - Connect textual information to prior knowledge. - Use textual evidence to compare, contrast, predict, and infer information from text. - Draw conclusions based on key details from a text. - Create reasoning that expands on the inference and textual evidence.	- inference - textual evidence - reasoning	- Learners may repeat inferences and textual evidence rather than expanding on them. (ME) - Learners may have difficulty identifying inferences found in texts with multiple interpretations or varying perspectives. (ME) - Learners may not connect textual evidence to the inferences made. (ME)

Courses
Language Arts 7 Reading 7

SEVENTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

7.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant details and avoiding unnecessary information.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.R.3a	7.R.4 7.R.9 7.IR.5	8.R.3a

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify key details and main ideas from a text. • Differentiate between subjective and objective information. • Recognize word choices signifying objective or subjective information. • Differentiate between relevant and irrelevant information. • Understand the difference between paraphrasing and summarizing.	• summarize • paraphrase • objectivity • relevant	• Learners will need guidance to find the main ideas and pinpoint the key details. (IN) • Learners will need guidance to determine what is relevant and irrelevant information. (IN) • Teachers will need to teach the difference between paraphrasing and summarizing. (IN) • Learners may have difficulty avoiding the use of personal opinions or biases and instead use objective language in summaries. (ME) • Learners may not organize information in a logical sequence and summarize it coherently. (ME) • Learners may have difficulty identifying essential information that should be included in the summary. (ME)

Courses
Language Arts 7 Reading 7

SEVENTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

7.R.3b Summarize and/or paraphrase literary texts objectively, including relevant details and avoiding unnecessary information.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.R.3b	7.R.4 7.R.8	8.R.3b

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify key details and main ideas from a text. • Differentiate between subjective and objective information. • Recognize word choices signifying objective or subjective information. • Differentiate between relevant and irrelevant information. • Understand the difference between paraphrasing and summarizing.	• summarize • paraphrase • objectivity • relevant	• Learners will need guidance to find the main ideas and pinpoint the key details. (IN) • Learners will need guidance to determine what is relevant and irrelevant information. (IN) • Teachers will need to teach the difference between paraphrasing and summarizing. (IN) • Learners may have difficulty determining which details should be included when a text contains many descriptive or narrative elements. (ME) • Learners may have difficulty balancing the inclusion of enough detail to convey the essence of the text while maintaining a concise summary. (ME) • Learners may struggle with maintaining objectivity and leaving out emotional responses or interpretations. (ME)

Courses
Language Arts 7 Reading 7

SEVENTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		
7.R.4 Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence and reasoning.		

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.R.4	7.R.2 7.R.3a 7.R.3b	8.R.4

Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the main idea, claim, or theme of a text. • Identify supportive details for the main idea, claim, or theme, citing textual evidence. • Create reasoning that connects the main idea and textual evidence.	• main idea • claims • theme • textual evidence • reasoning	• Themes are often very difficult for learners to figure out. Scaffolding may be needed in which a theme is first provided, and the learners find textual evidence to support it. (IN) • Reasoning is very difficult for learners. Modeling will be needed to show them how to connect reasoning, main idea, and textual evidence. (IN) • Learners frequently struggle to find the main idea of a nonfiction text. They will need guidance to find the main idea. (ME) • Learners may have difficulty differentiating between main ideas, themes, or claims and the supporting details that elaborate on them. (ME) • Learners may have difficulties recognizing and explaining connections between textual evidence and main ideas, claims, or themes. (ME)

Courses
Language Arts 7 Reading 7

SEVENTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

7.R.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.R.5	7.R.2 7.R.7 7.L.1	8.R.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Use contextual clues to determine the meaning of unfamiliar words or phrases used in a text. • Use resources to determine the meaning of unfamiliar or multi-meaning words or phrases used in a text (dictionary, thesaurus, electronic tools). • Identify types of figurative language (metaphor, simile, personification, idioms, etc.). • Differentiate between words with similar denotations but different connotations.	• purpose • figurative language • denotation • connotation	• Learners may struggle with understanding and interpreting non-literal meanings of expressions using figurative language. (ME) • Learners may have difficulty differentiating between denotative and connotative meanings of words. (ME) • Learners may not understand that word meanings may vary depending upon the context in which they are used. (ME) • Learners may confuse the meaning of words with multiple meanings or ambiguous usage in different contexts. (ME)

Courses
Language Arts 7 Reading 7

SEVENTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

7.R.6 Analyze the structure an author uses to organize a text, including how the major sections or stanzas contribute to the whole and, the development of ideas, and the overall purpose of the text.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.R.6	7.R.2 7.R.7 7.R.8 7.R.9	8.R.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Describe the characteristics of different text structures. - Summarize sections, paragraphs, or stanzas of a text. - Describe how a section, paragraph, stanza, or sentence contributes to the development of the meaning of the text. - Interpret the purpose of the text. NOTE: All comprehension standards are prerequisites for the analysis standards.	- text structure - stanza - purpose - sections	- Comprehension skills should come first, then learners should be taught how to build on those skills for analysis. (IN) - Learners may not recognize or understand the purpose of paragraphs, chapters, stanzas, or sections of a text and how these elements contribute to the organization and flow of ideas. (ME) - Learners may not understand how structural elements advance the plot, develop characters, present arguments, or convey themes within a text. (ME) - Learners may not understand why the author chose the structural element used in a text. (ME)

Courses
Language Arts 7 Reading 7

SEVENTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

7.R.7 Analyze how an author uses figurative language and specific word choice to affect the meaning in a text (See Appendix A for suggested terminology).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.R.7	7.R.2 7.R.5 7.R.6 7.R.8 7.R.9 7.W.7	8.R.7

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify types of figurative language in isolation and within the text (foreshadowing, allusion, imagery, metaphor, personification, hyperbole, simile, alliteration, onomatopoeia). • Identify literal and figurative meanings of words. • Interpret the meaning of specific examples of figurative language in context. • Differentiate between words with similar denotations but different connotations.	• figurative language • word choice	• The prerequisite skill list suggests some types of figurative language that should have been previously taught. A list of suggested types of figurative language applicable to this standard may be found in Appendix A of the standards document. (IN) • Learners will need guidance finding different types of figurative language. They will then need guidance analyzing how or why the author uses it. (IN) • Comprehension skills should come first, then learners should be taught how to build on those skills for analysis. (IN) • Learners may not connect the use of figurative language and word choice to themes, character development, or narrative structure within the text. (ME) • Learners may not understand how the author's word choice contributes to the tone, mood, or atmosphere of the text or the author's purpose. (ME)

Courses

Language Arts 7
Reading 7

SEVENTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

7.R.8 Analyze a variety of fiction texts using textual evidence for support.
  a. Analyze how the characters and plot develop over a text and contribute to the development of the theme(s).
  b. Analyze the point of view and describe how it affects the story.
  c. Describe how multiple works or genres address the same topic.
  d. Describe how an author's background or the period affects the telling of a story.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.R.8	7.R.2 7.R.3b 7.R.6 7.R.7	8.R.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Make inferences about changes in characters within a literary text and explain the impacts of the changes on the theme. • Analyze the changes in a plot developing throughout the text and their impact on the theme. • Identify the theme of a given text. • Identify pattern changes in a plot, points of view, theme, and genre of a text. • Define various points of view (first person, third person, limited, omniscient). • Analyze the point of view and determine how it impacts the literary text. • Identify the genre of a specific text. • Explain the impact of the author's background or period on a given text. • Analyze how multiple works or genres address the same topic.	• textual evidence • plot • theme • point of view • genre • author's background	• Analyzing versus comprehending is difficult at the middle school level. Teachers need to look at the questioning used with learners to determine if it digs into the analysis. (IN) • Comprehension skills work together with this standard. As learners work through the different parts of analysis, they will comprehend the text at a deeper level. (IN) • Learners may not understand the depth and complexity of characters, including motivations, traits, and changes throughout the story. (ME) • Learners may have difficulty understanding the sequence of events, conflicts, and resolutions of a plot and identifying key turning points or the climax. (ME) • Learners may not understand how characters' interactions with each other influence the development of plots involving multiple characters and subplots. (ME) • Learners may not recognize how different narrative points of view shape the reader's understanding of events and characters. (ME) • Learners may have a limited understanding of societal norms, historical events, or personal experiences of authors, causing difficulties identifying the impact these factors have on a text. (ME)

Courses
Language Arts 7 Reading 7

SEVENTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

7.R.9 Analyze a variety of nonfiction texts using textual evidence for support.
    a.   Identify the author's point of view and purpose and analyze how it influences the meaning of the text.
    b.   Analyze how various authors present information on similar topics.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.R.9	7.R.2 7.R.3a 7.R.6 7.R.7	8.R.9

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify the purpose and point of view of the author. - Analyze how the author's purpose and point of view influence the meaning of the text. - Explain the author's point of view/ perspective (firsthand, secondhand, primary, secondary). - Analyze how various authors present information on similar topics. - Identify text-to-text connections.	- textual evidence - point of view	- Learners may need guidance to make text-to-text connections at an analysis level rather than only comparing and contrasting. (IN) - Comprehension skills work together with this standard. As learners work through the different parts of analysis, they will comprehend the text at a deeper level. (IN) - Learners may have difficulty identifying the author's bias or a subjective viewpoint. (ME) - Learners may have difficulty using tone, language, and structure to identify the author's purpose behind writing the text (e.g., inform, persuade, entertain, explain). (ME) - Learners may not connect the author's point of view and purpose to the overall meaning of the text. (ME)

Courses
Language Arts 7 Reading 7

SEVENTH GRADE

WRITING (W)
Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

7.W.1 Produce clear and coherent writing organized according to the task, purpose, and audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.W.1	7.W.2 7.W.3 7.W.4 7.W.5 7.W.6 7.W.7 7.L.1	8.W.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify and describe different purposes of writing. • Identify different audiences. • Recognize unclear writing (wordy, vague, contains irrelevant details). • Determine the purpose and task for writing. • Determine the intended audience for writing. • Determine the content, format, and style needed to accomplish the purpose of writing. • Use language most appropriate to the audience and purpose.	• coherent • task • purpose • audience	• Writing tasks could include both formal and informal pieces. (IN) • Standard 7.IR.5 may be needed as a related standard if sources are used. (IN) • Learners may not understand the needs, interests, or expectations of the intended audience creating difficulties in adjusting tone, style, and level of formality in their writing. (ME) • Learners may have difficulty expressing a clear purpose or thesis statement to guide the focus and content of their writing. (ME) • Learners may not focus on specific requirements of the writing task and structure content accordingly. (ME)

Courses
Language Arts 7

SEVENTH GRADE

<table>
<tr><td colspan="3" style="background-color:#d6e8c0">Text Types and Structure
<i>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</i></td></tr>
<tr><td colspan="3">7.W.2 Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>6.W.2</td><td>7.W.1
7.W.3
7.W.4
7.W.5</td><td>8.W.2</td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

Identify the purpose, task, and intended audience for writing.
Determine if the writing structure and details are unorganized and unclear.
Describe the qualities of an effective introduction.
Describe the qualities of an effective body paragraph (concise main ideas, relevant supporting details, logical transitions).
Write complete sentences and paragraphs using correct capitalization and punctuation.
Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence.
Describe the function of transition words and phrases.
Describe the qualities of an effective conclusion.
Write incorporating an introduction, transitions, body paragraphs, and a conclusion.

</td><td>

structure
introduction
transitions
body paragraph
conclusion

</td><td>

Different parts of the writing structure will need to be explicitly taught (e.g., Learners will need guidance on how to write a good introduction). (IN)
Learners may have difficulty organizing ideas in a logical sequence that flows smoothly from one point to the next. (ME)
Learners may not ensure ideas within and between paragraphs are connected and related to the main topic or thesis statement. (ME)
Learners may have difficulty writing clear and concise sentences that convey ideas effectively and avoid ambiguity or confusion when using complex sentence structures or vocabulary. (ME)
Learners may have difficulty focusing on the main idea or central argument throughout the writing and elaborating on ideas with sufficient detail to support arguments or explanations in a clear manner. (ME)

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<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">Language Arts 7</td></tr>
</table>

SEVENTH GRADE

<table>
<tr><td colspan="3" style="background-color:#d9ead3">Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</td></tr>
<tr><td colspan="3">7.W.3 Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>6.W.3</td><td>7.W.1
7.W.2
7.W.6
7.W.7
7.L.1</td><td>8.W.3</td></tr>
</table>

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify the purpose and audience for writing. - Determine the topic of interest for the research and writing focus. - Select relevant and reliable informational sources. - Summarize relevant information from sources. - Determine the writing elements and organizational structure to use when writing. - Identify different mediums for informative/explanatory text and describe the text features of each. - Determine the medium for the informative/explanatory text that fits the purpose and intended audience. - Write complete sentences and paragraphs using correct capitalization and punctuation. - Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. - Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	- informative - explanatory - medium	- A summary is one type of informative writing. Learners often have the misconception they should always summarize in an informative essay. They will need guidance on how to develop key ideas without just summarizing. (IN) - Learners may provide general or broad statements without supporting them with specific details, examples, or evidence. (ME) - Learners may not effectively connect ideas, making it difficult for readers to understand how different parts of the text relate. (ME) - In explanatory writing, learners may have difficulty focusing on factual information and objective explanations and instead include personal opinions or unsupported assertions. (ME) - Learners may not explain how textual evidence supports points made in explanations. (ME) - Learners may have difficulty making accurate and concise summaries of complex information. (ME)

Courses
Language Arts 7

SEVENTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

7.W.4 Write using argumentative techniques to develop claims using supportive evidence and logical reasoning, acknowledging counterclaims when applicable.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.W.4	7.W.1 7.W.2 7.W.6 7.W.7 7.L.1	8.W.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Differentiate between claims and counterclaims. • Identify the claim and context for an argument. • Identify valid and reliable evidence supporting the claim. • Make connections using logical reasoning. • Write complete sentences and paragraphs using correct capitalization and punctuation. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	• argumentative technique • claim • counterclaim • evidence • logical reasoning	• Learners will need guidance in selecting relevant evidence to match their claim. (IN) • Learners will often make a counterclaim that is not relevant to their claim or will add new points. They will need guidance to ensure their counterclaim relates to what they have already written. (IN) • Learners may put evidence back-to-back without any reasoning and assume that is sufficient. (ME) • Learners may have difficulty forming a clear and specific thesis statement that clearly states their argument or claim. (ME) • Learners may not rely on credible sources or provide insufficient or anecdotal evidence to support their claims. (ME) • Learners may not address potential counterclaims or opposing viewpoints. (ME) • Learners may rely heavily on personal beliefs or opinions to support claims instead of using objective evidence and logical reasoning. (ME)

Courses
Language Arts 7

SEVENTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

7.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.W.5	7.W.1 7.W.2 7.W.6 7.W.7 7.L.1	8.W.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Describe elements of a narrative. • Recognize qualities of effective narrative writing (dialogue, characterization, description). • Generate possible conflicts, conversations, or events a character could encounter. • Outline the sequences of basic plot events into a beginning, middle, and end. • Develop characters and traits. • Establish setting. • Write complete sentences and paragraphs using correct capitalization and punctuation. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	• narrative technique • event sequence	• A personal narrative is one form of narrative writing that could be used for learners. (IN) • Learners may produce writing that lacks a clear plot structure or contains weak character development. (ME) • Learners may switch between different points of view without establishing a consistent narrative perspective. (ME) • Learners may rely too heavily on dialogue or descriptive passages without balancing these elements with action or plot development. (ME) • Learners may create a piece that lacks a conflict used to move the plot forward. (ME) • Learners may create a piece that lacks resolution or contains an abrupt ending leaving unanswered questions. (ME)

Courses
Language Arts 7

SEVENTH GRADE

Writing Process and Craft
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

7.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to address specific purposes for the genre and audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.W.6	7.W.1 7.W.2 7.W.3 7.W.4 7.W.5 7.W.7 7.L.1	8.W.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the purpose and audience for writing. • Identify the genre for the writing task. • Determine the appropriate format for the writing tasks. • Develop and strengthen writing utilizing the five steps of the writing process.	• plan • draft • revise • edit • genre • audience	• Standard 5.W.6 is included as a preceding standard because it defines the different parts of the writing process. (IN) • Learners may assume that once they finish the draft, their writing is finished. (ME)

Courses
Language Arts 7

SEVENTH GRADE

Writing Process and Craft		
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.		

7.W.7 Produce writing that uses intentional word choice and voice to match the writing purpose.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.W.7	7.R.7 7.W.1 7.W.3 7.W.4 7.W.5 7.W.6 7.L.1	8.W.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Recognize the difference between word denotation and connotations. - Identify the purpose for writing. - Recognize voice in varied written texts.	- intentional - word choice - voice	- Mentor texts could be used to model strong word choice and voice. (IN) - Learners may have difficulty establishing the appropriate tone to match the purpose of their writing. (ME) - Learners may struggle to maintain a consistent voice throughout their writing. (ME) - Learners may produce writing that lacks variety and depth due to the use of repetitive or basic vocabulary. (ME) - Learners may overuse informal language. (ME) - Learners may produce writing with an inconsistent tone or tone inappropriate for the genre or writing purpose. (ME)

Courses
Language Arts 7

SEVENTH GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

7.L.1 Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.
   a. Use simple, compound, and complex sentences to add variety and interest.
   b. Recognize and correct inappropriate fragments and run-ons.
   c. Use varying forms of punctuation accurately.
   d. Follow agreement rules (e.g., subject/verb and pronoun/antecedent).
   e. Follow standard grammar conventions mastered in previous grades.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.L.1	7.W.1 7.W.3 7.W.4 7.W.5 7.W.6 7.W.7	8.L.1

Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**

• Identify the purpose and intended audience for writing and describe how task, purpose, and audience affect language usage.
• Recognize when sentences lack variety and interest.
   a. Use simple, compound, and complex sentences to add variety and interest.
   b. Recognize and correct inappropriate fragments and run-ons.
   c. Use varying forms of punctuation accurately.
   d. Identify and correctly use different parts of speech.
   e. Use correct subject/verb agreement and independent/ dependent clauses, and ensure sentences contain subjects and predicates.
	• simple sentence
	• compound sentence
	• complex sentence
	• fragment
	• run-on
	• punctuation
	• subject/verb
	• pronoun/antecedent
		• Learners may struggle to vary their sentence structures or may use compound or complex sentences ineffectively. (ME)
		• Learners may have difficulty building complex sentences containing subordinate and coordinate clauses. (ME)
		• Learners may have difficulty distinguishing between complete sentences and sentence fragments. (ME)
		• When working with longer, more complex sentences, learners may lose track of the subject leading to errors in verb agreement. (ME)
		• Learners may use pronouns without clear antecedents leading to confusion regarding what or to whom the pronoun is referring. (ME)
		• Learners may struggle with subject/verb agreement when working with sentences in which the subject follows the verb. (ME)

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Language Arts 7

SEVENTH GRADE

<table>
<tr>
<td colspan="3" align="center">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td>
</tr>
<tr>
<td colspan="3">7.IR.1 Develop a research question based on a given topic, problem, or need.</td>
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<tr>
<td>Preceding Standard(s)</td>
<td>Related Standard(s)</td>
<td>Successive Standard(s)</td>
</tr>
<tr>
<td>6.IR.1</td>
<td>Library Media: 7.I.1, 7.I.2

7.IR.2</td>
<td>8.IR.1</td>
</tr>
<tr>
<td>Prerequisite Skills</td>
<td>Key Vocabulary</td>
<td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td>
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Select a topic, need, or problem and define background knowledge on that topic, need, or problem.
Describe the purpose of a research question.
Develop a focus question for research.

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research question
topic
problem

</td>
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Learners may have difficulty understanding research questions that are not "yes or no" questions and cannot be answered with a simple internet search or in a single sentence. (ME)
Learners may have difficulty determining the appropriate scope of the research question. (ME)
Learners may confuse a topic or subject area with a research question. (ME)
Learners may not align the research question with the purpose of the investigation. (ME)
Learners may have difficulty writing a clear, specific, and focused research question designed to guide their investigation. (ME)

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<td colspan="3">Courses</td>
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<td colspan="3">Language Arts 7
Reading 7</td>
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SEVENTH GRADE

<table>
<tr>
<td colspan="3" align="center">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td>
</tr>
<tr>
<td colspan="3">7.IR.2 Locate relevant information from a variety of credible sources.</td>
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<tr>
<td>Preceding Standard(s)</td>
<td>Related Standard(s)</td>
<td>Successive Standard(s)</td>
</tr>
<tr>
<td>6.IR.2</td>
<td>Library Media: 7.A.1, 7.A.2

7.IR.1
7.IR.3
7.IR.4
7.IR.5</td>
<td>8.IR.2</td>
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<tr>
<td>Prerequisite Skills</td>
<td>Key Vocabulary</td>
<td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td>
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Identify the purpose of the research.
Differentiate between relevant and irrelevant information.
Use advanced search strategies to locate relevant informational sources and information (including digital and online sources).
Recognize the factors of credibility (e.g., author level of expertise, author point of view, source publication date).

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<td>

relevant information
credible source

</td>
<td>

If the school has a media specialist, this person would be a great resource to assist with teaching this standard. (IN)
Learners may use a search engine to look up a topic and take the first source given. They will need guidance on how to dig deeper and find the most relevant source for their purpose. (ME)
Learners may not generate effective keywords and search terms that reflect the research question. (ME)
Learners may have difficulty sorting through information to find pertinent and useful details. (ME)

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<td colspan="3">Courses</td>
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<td colspan="3">Language Arts 7
Reading 7</td>
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SEVENTH GRADE

INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

7.IR.3 Organize main concepts from provided and self-selected sources using given and self-generated notetaking strategies.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.IR.3	7.IR.2 7.IR.4 7.IR.5	8.IR.3

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify the main ideas and relevant details from each source. - Recognize types of organizers that may be used for notetaking (T-chart, Cornell notes, Venn diagram). - Describe multiple notetaking strategies (Cornell method, mapping, outlining, charting, sentence method). - Summarize information from sources. - Record main concepts from sources using notetaking strategies.	- organize - main concepts	- Learners should be exposed to multiple strategies so that when they need to be independent, they are able to select the most effective strategy for their purpose and learning style. (IN) - Learners may have difficulty identifying the main ideas and relevant details pertaining to the research topic. (ME)

Courses
Language Arts 7 Reading 7

SEVENTH GRADE

INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

7.IR.4 Analyze information from credible sources, considering multiple perspectives and identifying biases.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.IR.4	**Library Media**: 7.E.1, 7.E.2 7.R.2 7.R.9 7.IR.2 7.IR.3	8.IR.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Distinguish between facts and opinions. • Describe perspective and bias. • Identify biases (author and own). • Determine the author's perspective and purpose. • Describe how bias, perspective, and purpose impact a source's credibility. • Recognize the factors of credibility (e.g., author level of expertise, author point of view, source publication date).	• credibility • bias • perspective	• While .org, .gov, .edu, etc., websites are reliable and credible most of the time, they may not always be unbiased. (IN) • Learners may analyze information at a surface level without digging into implications, assumptions, and underlying issues with the source. (ME) • Learners may rely too heavily on one source without cross-referencing other credible sources leading to an incomplete or biased understanding of a topic. (ME) • Learners may not consider the historical, cultural, or situational context of the information. (ME) • Learners may select information that supports their pre-existing beliefs or opinions and disregard information that contradicts them. (ME) • Learners may have difficulty identifying bias in sources or understanding how bias influences the information. (ME) • Learners may have difficulty integrating multiple perspectives without comparing, contrasting, or synthesizing them. (ME) • Learners may not examine the credibility, supporting evidence, or expertise behind different perspectives on a topic. (ME)

Courses
Language Arts 7 Reading 7

SEVENTH GRADE

<table>
<tr><td colspan="3" style="background-color:#F6C344">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">7.IR.5 Integrate information from sources using a standardized format.
    a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.
    b. Generate a citation/bibliography page using a standardized format.</td></tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
6.IR.5	**Library Media**: 7.IP.1a, 7.IP.1b, 7.IP.2, 7.IP.3 7.W.2 7.IR.2 7.IR.3	8.IR.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Understand plagiarism, the consequences of plagiarizing, and strategies to avoid plagiarism. • Differentiate between quotations, paraphrasing, and summarizing. • Reference sources when quoting, paraphrasing, and/or summarizing information. • Describe the purpose of a citation. • Identify the necessary components of a citation. • Identify the order of information on a citation/bibliography page.	• standard format • quote • paraphrase • summarize • plagiarism • citation • bibliography	• Learners may need explicit instruction on how to reference a source within a text. (IN) • Learners may not format direct quotations correctly or attribute quotations to their sources. (ME) • Learners may limit words changed, misinterpret or alter the original meaning when paraphrasing. They may forget to cite the original source after paraphrasing. (ME) • Learners may not provide citations for summarized information. (ME) • Learners may omit author names, publication dates, titles, or page numbers from citations. (ME) • Learners may not format citations consistently in the bibliography. (ME)

Courses
Language Arts 7 Reading 7

EIGHTH GRADE

COMMUNICATION (C)
Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

8.C.1 Construct and deliver formal and informal presentations considering the audience and purpose, including multimedia components when appropriate.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.C.1	8.C.2	9-10.C.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Differentiate between formal and informal presentations. - Identify the intended audience and purpose of the presentation. - Select and use multimedia components appropriate for audience and purpose. - Construct presentations utilizing supports (outlines, graphic organizers).	- formal presentation - informal presentation - audience - purpose - multi-media components.	- Multimedia components are not limited to just slideshows or PowerPoint presentations. They could include slideshows, videos, photographs, audio files, animation, artifacts, etc. (IN) - Learners should be exposed to low-stakes presentations to help them build confidence. (IN) - Learners may have difficulty identifying and understanding the audience's needs, interests, and prior knowledge and adapting the tone and style to fit the audience. (ME) - Learners may have difficulty defining a clear purpose for the presentation resulting in an unfocused presentation. (ME) - Learners may have difficulty balancing multimedia and spoken or written content so multimedia components complement the main message. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

8.C.2 Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.C.2	8.C.1 8.C.6	9-10.C.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Differentiate between verbal and nonverbal communication. • Use appropriate eye contact, body language, volume, and pronunciation for presentations. • Differentiate between formal and informal presentations.	• eye contact • body language • volume • pronunciation • formal presentation • informal presentation	• Learners may need instruction in how to convey positive body language as well as how to avoid nervous gestures. (IN) • Learners may not realize reading off a slide and occasionally looking at the audience is ineffective communication. (ME) • Learners may have difficulty engaging with the audience, responding to questions, and spontaneously adapting to audience reactions. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

Collaboration
Learners will work effectively with their peers to accomplish a common goal or purpose.

8.C.5 Prepare for discussions by finding relevant and specific connections to the topic or text.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.C.5	8.C.6 8.C.7 8.R.2 8.R.8 8.R.9 8.IR.2 8.IR.3 8.IR.5	9-10.C.5
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Locate information sources relevant to the topic and intended audience. • Summarize pertinent information from sources.	• relevant • connection	• Learners may need help identifying relevant information to bring to a discussion. (IN) • If learners find sources independently, they will need help determining if the source is reliable. (IN) • If the text is provided, learners may need some guiding questions to keep the discussion focused. (IN) • Learners may need help determining what is relevant information to bring to a discussion. (ME) • Learners may have difficulty organizing thoughts and expressing connections clearly and coherently. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

Collaboration
Learners will work effectively with their peers to accomplish a common goal or purpose.

8.C.6 Engage in a range of discussions and/or debates.
    a. Use active listening skills to stay focused and present.
    b. Reference others' ideas and/or connections to a text.
    c. Synthesize texts.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.C.6	8.C.1 8.C.2 8.C.5 8.C.7 8.R.8 8.R.9 8.IR.2 8.IR.5	9-10.C.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Differentiate between discussion and debate. • Demonstrate active listening through nonverbal communication (eye contact, posture, tracking the speaker, body language). • Use teacher-provided scaffolds (sentence stems) to participate in discussions. • Link comments, questions, and responses to the speaker's remarks. • Identify relevant information or connections for a specific topic/ text. • Combine information from multiple sources on a topic (text, discussion, video) • Organize prepared thoughts/ questions for use in discussion.	• discussion • debate • active listening skills • connections • synthesize	• Learners may need instruction on effectively engaging in a discussion versus a debate. Learners may move a focused discussion into a debate. (IN) • Learners will need guidance on how to be active listeners and how to respond in a way that shows they were listening to the other speakers in the group. (IN) • The teacher may need to model how to participate in a discussion and have protocols in place/ guidance laid out to help students understand. (IN) • Learners may have difficulty demonstrating active listening skills during discussions. (ME) • Learners may have difficulty linking comments, questions, and remarks to information presented by the speaker. (ME) • Learners may not organize information on a topic logically for a discussion or debate. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

8.C.7 Collaborate cooperatively with peers to accomplish a common goal or purpose.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.C.7	8.C.5 8.C.6	9-10.C.7

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify a common goal/purpose. • Identify roles within the group. • Identify action steps needed to achieve the goal/purpose. • Determine which group members will perform which action steps. • Track progress and provide feedback on action steps. • Recognize when cooperation is lacking or support is needed.	• collaboration • cooperation • purpose	• Learners will need guidance in how to define a common goal. (IN) • The teacher may need to model how to effectively work towards a common goal, track learning progress along the way, give feedback, and determine the next steps, including revising the goal. (IN) • Learners may have difficulty listening actively, clearly expressing ideas and thoughts, resolving conflicts, dealing with peer pressure, and establishing respect for fellow group members. (ME) • Learners may struggle with time management, division of tasks, member accountability, and goal setting. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

READING (R)
Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.

Comprehension
Learners will read to understand various complex literary and informational texts.

8.R.2 Comprehend a variety of texts while developing inferences and providing relevant textual evidence and reasoning.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.R.2	8.R.4 8.R.5 8.R.6 8.R.7 8.R.8 8.R.9	9-10.R.2
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Ask and answer questions about key details from a text. • Connect textual information to prior knowledge. • Use textual evidence to compare, contrast, predict, and infer information. • Create reasoning that expands on the inference and textual evidence.	• inference • relevant • textual evidence • reasoning	• Learners may simply repeat inferences and textual evidence rather than expand upon them. (ME) • Learners may have difficulty identifying inferences found in texts with multiple interpretations or varying perspectives. (ME) • Learners may not connect textual evidence to the inferences made. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

8.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant details and avoiding unnecessary information.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.R.3a	8.R.4 8.R.9 8.IR.5	9-10.R.3a

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify key details and main ideas from a text. • Differentiate between subjective and objective information. • Recognize word choices signifying objective or subjective information. • Differentiate between relevant and irrelevant information. • Understand the difference between paraphrasing and summarizing.	• summarize • paraphrase • objectively • relevant	• Learners will need guidance to find main ideas and pinpoint key details in nonfiction texts. (IN) • Learners may need guidance to determine which information is relevant and irrelevant. (IN) • Teachers will need to teach the difference between paraphrasing and summarizing. (IN) • Learners may have difficulty avoiding the use of personal opinions or biases and instead use objective language in summaries. (ME) • Learners may have difficulty organizing information in a logical sequence and summarizing it coherently. (ME) • Learners may have difficulty identifying essential information that should be included in the summary. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

8.R.3b Summarize and/or paraphrase literary texts objectively, including relevant details and avoiding unnecessary information.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.R.3b	8.R.4 8.R.8	9-10.R.3b

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify key details and main ideas from a text. • Differentiate between subjective and objective information. • Recognize word choices signifying objective or subjective information. • Differentiate between relevant and irrelevant information. • Understand the difference between paraphrase and summarize.	• summarize • paraphrase • objectivity • relevant	• Learners will need guidance to find main ideas and pinpoint key details in literary texts. (IN) • Learners may need guidance to determine which information is relevant and irrelevant. (IN) • Teachers will need to teach the difference between paraphrasing and summarizing. (IN) • Learners may have difficulty determining which details should be included when a text contains many descriptive or narrative elements. (ME) • Learners may have difficulty balancing the inclusion of enough detail to convey the essence of the text while maintaining a concise summary. (ME) • Learners may struggle with maintaining objectivity and leaving out emotional responses or interpretations. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

8.R.4 Determine a main idea(s), claim(s), or theme(s) and provide relevant textual evidence and supportive reasoning.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.R.4	8.R.2 8.R.3a 8.R.3b	9-10.R.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the main idea, claim, or theme of a text. • Identify supportive details for the main idea, claim, or theme, citing textual evidence. • Create reasoning that connects the main idea and textual evidence.	• main idea • claims • theme • textual evidence • reasoning	• Learners may struggle to find the main idea of a nonfiction text. They will need guidance to find the main idea. (IN) • Themes are often very difficult for learners to figure out. Scaffolding may be needed where a theme is first provided, and the learners find the textual evidence to support it. (IN) • Reasoning is very difficult for learners, so modeling will be needed to show them how to connect the main idea and textual evidence. (IN) • Learners may have difficulty differentiating between main ideas, themes, or claims and the supporting details that elaborate on them. (ME) • Learners may have difficulties recognizing and explaining connections between textual evidence and main ideas, claims, or themes. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		

8.R.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.R.5	8.R.2 8.R.7 8.R.8 8.R.9	9-10.R.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Use contextual clues to determine the meaning of unfamiliar words or phrases used in a text. • Use resources to determine the meaning of unfamiliar or multi-meaning words or phrases used in a text (dictionary, thesaurus, electronic tools). • Identify types of figurative language (metaphor, simile, personification, idioms, etc.). • Differentiate between words with similar denotations but different connotations.	• purpose • figurative language • denotation • connotation	• Learners may struggle with understanding and interpreting non-literal meanings of expressions using figurative language. (ME) • Learners may have difficulty differentiating between denotative and connotative meanings of words. (ME) • Learners may not understand that word meanings may vary depending upon the context in which they are used. (ME) • Learners may confuse the meaning of words with multiple meanings or ambiguous usage in different contexts. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

Text Analysis		
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.		
8.R.6 Analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
7.R.6	8.R.2 8.R.7 8.R.8 8.R.9	9-10.R.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Describe the characteristics of different text structures. • Summarize sections, paragraphs, or stanzas of a text. • Describe how a section, paragraph, stanza, or sentence contributes to the development of the meaning of the text. • Interpret the purpose of the text. NOTE: All of the comprehension standards are prerequisites for the analysis standards.	• text structure • stanza • purpose • sections	• Comprehension skills will have to come first, then learners should be taught how to build on those skills for analysis. (IN) • Learners may not recognize or understand the purpose of paragraphs, chapters, stanzas, or sections of a text and how these elements contribute to the organization and flow of ideas. (ME) • Learners may not understand how structural elements advance the plot, develop characters, present arguments, or convey themes within a text. (ME) • Learners may not understand why the author chose the structural element used in a text. (ME)
Courses		
Language Arts 8 Reading 8		

EIGHTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.
8.R.7 Analyze how an author uses figurative language and specific word choice to affect the meaning and tone. (See Appendix A for suggested terminology.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.R.7	8.R.2 8.R.5 8.R.6 8.R.8 8.R.9 8.W.7	9-10.R.7

Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify types of figurative language in isolation and within the text (foreshadowing, allusion, imagery, metaphor, personification, hyperbole, simile, alliteration, onomatopoeia). • Identify literal and figurative meanings of words. • Interpret the meaning of specific examples of figurative language in context. • Differentiate between words with similar denotations but different connotations. • Determine the impact of word choice on the tone of a text.	• figurative language • word choice • tone	• The prerequisite skill list suggests some types of figurative language that should have been taught previously. A list of suggested types of figurative language applicable to this standard may be found in Appendix A of the standards document. (IN) • Learners will need guidance in finding different types of figurative language and analyzing how or why the author uses it. (IN) • Comprehension skills will have to come first, then learners should be taught how to build on those skills for analysis. (IN) • Learners may struggle with connecting the use of figurative language and word choice to themes, character development, or narrative structure within the text. (ME) • Learners may have difficulty understanding how the author's word choice contributes to the tone, mood, or atmosphere of the text or the author's purpose. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

<table>
<tr><td colspan="3" style="background:#fde9d9">Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</td></tr>
<tr><td colspan="3">8.R.8 Analyze a variety of fiction texts using textual evidence for support.
    a. Analyze how the characters and plot develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
    b. Analyze how a story's point of view affects the text's overall meaning.
    c. Analyze how multiple works or genres address the same topic.
    d. Analyze how an author's background, environment, period, or culture affects the telling of a story.</td></tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.R.8	8.R.2 8.R.3b 8.R.6 8.R.7	9-10.R.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Make inferences about changes in characters within a literary text and explain the impacts of the changes on the theme. - Analyze changes in plot development throughout the text and the impact of the changes on the theme. - Identify pattern changes in a text's plot, points of view, theme, and genre. - Define various points of view (first person, third person, limited, omniscient). - Analyze the point of view and determine how it impacts the literary text. - Identify the genre of a specific text. - Explain the impact of the author's background, period, or culture on a given text. - Analyze how multiple works or genres address the same topic.	- textual evidence - plot - theme - point of view - genre	- Analyzing versus comprehending is difficult for middle school learners. Teachers need to look at the questioning used with learners to determine if it digs into the analysis. (IN) - Comprehension will work hand in hand with this standard. Learners will comprehend the text deeper as they work through the different parts of analysis. (IN) - Learners may not understand the depth and complexity of characters, including motivations, traits, and changes throughout the story. (ME) - Learners may have difficulty understanding the sequence of events, conflicts, and resolutions of a plot and identifying key turning points or the climax. (ME) - Learners may not understand how characters' interactions with each other influence the development of plots involving multiple characters and subplots. (ME) - Learners may not recognize how different narrative points of view shape the reader's understanding of events and characters. (ME) - Learners may have a limited understanding of societal norms, historical events, or personal experiences of authors, causing difficulties identifying the impact these factors have on a text. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

8.R.9 Analyze a variety of nonfiction texts using textual evidence for support.
   a. Analyze how an author's point of view influences the purpose of the text.
   b. Analyze multiple texts comparing how the authors present information about a similar topic.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.R.9	8.R.2 8.R.3a 8.R.6 8.R.7	9-10.R.9

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the purpose and point of view of the author. • Analyze how the author's purpose and point of view influence the meaning of the text. • Explain the author's point of view/perspective (firsthand, secondhand, primary, secondary). • Analyze how various authors present information on similar topics. • Explain text-to-text connections.	• textual evidence • point of view	• Learners may need guidance to make text-to-text connections at an analysis level versus just doing a compare/contrast. (IN) • Comprehension will work together with this standard. Students will comprehend the text deeper as they work through the different parts of the analysis. (IN) • Learners may have difficulty identifying the author's bias or a subjective viewpoint. (ME) • Learners may have difficulty using tone, language, and structure to identify the author's purpose behind writing the text (e.g., inform, persuade, entertain, explain). (ME) • Learners may not connect the author's point of view and purpose to the overall meaning of the text. (ME)

Courses
Language Arts 8 Reading 8

EIGHTH GRADE

WRITING (W)
Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

8.W.1 Produce clear and coherent writing organized logically according to the task, purpose, and audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.W.1	8.W.2 8.W.3 8.W.4 8.W.5 8.W.6 8.W.7 8.L.1	9-10.W.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify and describe different purposes for writing. - Identify different audiences. - Recognize unclear writing (wordy, vague, contains irrelevant details). - Recognize illogically structured writing. - Determine the purpose and task for writing. - Determine the intended audience for writing. - Determine the content, format, and style needed to accomplish the purpose of writing. - Use language most appropriate to the audience and purpose.	- coherent - task - purpose - audience	- Writing tasks could include both formal and informal pieces. (IN) - Standard 8.IR.5 may be related if sources are used. (IN) - Learners may not understand the needs, interests, or expectations of the intended audience creating difficulties in adjusting tone, style, and level of formality in their writing. (ME) - Learners may have difficulty expressing a clear purpose or thesis statement to guide the focus and content of their writing. (ME) - Learners may not focus on the specific requirements of the writing task and structure content accordingly. (ME)

Courses
Language Arts 8

EIGHTH GRADE

8.W.2 Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.W.2	8.W.1 8.W.3 8.W.4 8.W.5	9-10.W.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the purpose, task, and intended audience for writing. • Determine if the writing structure and details are unorganized and unclear. • Describe the qualities of an effective introduction. • Describe the qualities of an effective body paragraph (concise main ideas, relevant supporting details, logical transitions). • Write complete sentences and paragraphs using correct capitalization and punctuation. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Describe the function of transition words and phrases. • Describe the qualities of an effective conclusion. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	• structure • introduction • transitions • body paragraph • conclusion	• Different parts of the writing structure will need to be taught explicitly (e.g., Learners will need guidance on how to write a good introduction). (IN) • Learners may have difficulty organizing ideas in a logical sequence that flows smoothly from one point to the next. (ME) • Learners may have difficulty ensuring ideas within and between paragraphs are connected and related to the main topic or thesis statement. (ME) • Learners may have difficulty writing clear and concise sentences that convey ideas effectively and avoid ambiguity or confusion when using complex sentence structures or vocabulary. (ME) • Learners may have difficulty focusing on the main idea or central argument throughout the writing and elaborating on ideas with sufficient detail to support arguments or explanations in a clear manner. (ME)

Courses
Language Arts 8

EIGHTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

8.W.3 Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.W.3	8.W.1 8.W.2 8.W.6 8.W.7 8.L.1	9-10.W.3

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the purpose and audience for writing. • Determine the topic of interest for the research and writing focus. • Select relevant and reliable informational sources. • Summarize relevant information from sources. • Determine the writing elements and organizational structure to use when writing. • Identify different mediums for informative/explanatory text and describe the text features of each. • Determine the medium for the informative/explanatory text that fits the purpose and intended audience. • Write complete sentences and paragraphs using correct capitalization and punctuation. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	• informative • explanatory • medium	• A summary is one type of informative writing. Learners often have the misconception that they should always summarize in an informative essay. They will need guidance on developing key ideas without just summarizing. (IN) • Learners may provide general or broad statements without supporting them with specific details, examples, or evidence. (ME) • Learners may not effectively connect ideas, making it difficult for readers to understand how different parts of the text relate. (ME) • In explanatory writing, learners may have difficulty focusing on factual information and objective explanations and instead include personal opinions or unsupported assertions. (ME) • Learners may not explain how textual evidence supports points made in explanations. (ME) • Learners may have difficulty making accurate and concise summaries of complex information. (ME)

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Language Arts 8

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EIGHTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

8.W.4 Write using argumentative techniques to develop claims and counterclaims using supporting evidence and logical reasoning.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.W.4	8.W.1 8.W.2 8.W.6 8.W.7 8.L.1	9-10.W.4

Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Differentiate between claims and counterclaims. • Identify the claim and context for an argument. • Identify valid and reliable evidence supporting the claim. • Make connections using logical reasoning. • Identify a counterclaim for an argument. • Write complete sentences and paragraphs using correct capitalization and punctuation. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	• argumentative technique • claim • counterclaim • evidence • logical reasoning	• Learners will often make a counterclaim that is not relevant to their claim or will add new points. They will need guidance in ensuring their counterclaim relates to what they have written. (IN) • Learners will need guidance in choosing relevant evidence to match their claim. (IN) • Learners may put evidence back-to-back without any reasoning and will assume that is sufficient. (ME) • Learners may have difficulty forming a clear and specific thesis statement that clearly states their argument or claim. (ME) • Learners may not rely on credible sources or provide insufficient or anecdotal evidence to support their claims. (ME) • Learners may not address potential counterclaims or opposing viewpoints. (ME) • Learners may rely heavily on personal beliefs or opinions to support claims instead of using objective evidence and logical reasoning. (ME)

Courses
Language Arts 8

EIGHTH GRADE

Text Types and Structure		
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.		

8.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.W.5	8.W.1 8.W.2 8.W.6 8.W.7 8.L.1	9-10.W.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Describe elements of a narrative. • Recognize qualities of effective narrative writing (dialogue, characterization, description). • Generate possible conflicts, conversations, or events a character could encounter. • Outline the sequences of basic plot events into a beginning, middle, and end. • Develop characters and traits. • Establish setting. • Write complete sentences and paragraphs using correct capitalization and punctuation. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	• narrative technique • event sequence	• A personal narrative is just one form of narrative writing that could be used for learners. (IN) • Learners may produce writing that lacks a clear plot structure or contains weak character development. (ME) • Learners may switch between different points of view without establishing a consistent narrative perspective. (ME) • Learners may rely too heavily on dialogue or descriptive passages without balancing these elements with action or plot development. (ME) • Learners may create a piece that lacks a conflict used to move the plot forward. (ME) • Learners may create a piece that lacks resolution or contains an abrupt ending leaving unanswered questions. (ME)

Courses
Language Arts 8

EIGHTH GRADE

Writing Process and Craft		
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.		

8.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to address specific purposes for the genre and audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.W.6 7.W.6	8.W.1 8.W.2 8.W.3 8.W.4 8.W.5 8.W.7 8.L.1	9-10.W.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the purpose and audience for writing. • Identify the genre for the writing task. • Determine the appropriate format for the writing tasks. • Develop and strengthen writing utilizing the five steps of the writing process.	• plan • draft • revise • edit • genre • audience	• 5.W.6 is included as a preceding standard since the different parts of the writing process are defined in that standard. (IN) • Learners may assume that once the first draft is complete, their writing is finished. (ME)

Courses
Language Arts 8

EIGHTH GRADE

Writing Process and Craft		
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.		

8.W.7 Produce writing that uses intentional word choice and voice to match the writing purpose.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.W.7	8.R.5 8.W.1 8.W.3 8.W.4 8.W.5 8.W.6 8.L.1	9-10.W.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Recognize the difference between word denotations and connotations. • Identify the purpose for writing. • Recognize voice in varied written texts.	• intentional • word choice • voice	• Mentor texts could be used to model strong word choice and voice. (IN) • Learners may have difficulty establishing the appropriate tone to match the purpose of their writing. (ME) • Learners may not maintain a consistent voice throughout their writing. (ME) • Learners may produce writing that lacks variety and depth due to the use of repetitive or basic vocabulary. (ME) • Learners may overuse informal language. (ME) • Learners may produce writing with an inconsistent tone or a tone inappropriate for the genre or writing purpose. (ME)

Courses
Language Arts 8

EIGHTH GRADE

Language Usage (L)		
Learners will integrate appropriate language and style to ensure effective readability in writing.		

8.L.1 Apply language knowledge for specific tasks, purposes, intentions, and audience, resolving usage issues as needed.
- a. Use simple, compound, complex, and compound-complex sentences to add variety and interest.
- b. Recognize and correct inappropriate fragments and run-ons.
- c. Use varying forms of punctuation accurately.
- d. Follow standard grammar conventions mastered in previous grades.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.L.1	8.W.1 8.W.3 8.W.4 8.W.5 8.W.6 8.W.7	9-10.L.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify the purpose and intended audience for writing and describe how task, purpose, and audience affect language usage. - Recognize when sentences lack variety and interest. - Write simple, compound, and complex sentences. - Recognize and correct inappropriate fragments and run-ons. - Use varying forms of punctuation accurately. - Identify and correctly use different parts of speech. - Use correct subject/verb agreement, independent and dependent clauses, pronoun/ antecedent agreement, and ensure the sentence contains subjects and predicates.	- simple sentence - compound sentence - complex sentence - compound-complex sentence - fragment - run-on	- Learners may struggle to vary their sentence structures or may use compound or complex sentences ineffectively. (ME) - Learners may have difficulty building complex sentences containing subordinate and coordinate clauses. (ME) - Learners may have difficulty distinguishing between complete sentences and sentence fragments. (ME)

Courses
Language Arts 8

EIGHTH GRADE

<table>
<tr>
<td colspan="3" style="background-color:#F4C430">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td>
</tr>
<tr>
<td colspan="3">8.IR.1 Develop research questions based on self-generated topics, problems, or needs.</td>
</tr>
<tr>
<td>Preceding Standard(s)</td>
<td>Related Standard(s)</td>
<td>Successive Standard(s)</td>
</tr>
<tr>
<td>7.IR.1</td>
<td>Library Media: 8.I.1, 8.I.2

8.IR.2</td>
<td>9-10.IR.1</td>
</tr>
<tr>
<td>Prerequisite Skills</td>
<td>Key Vocabulary</td>
<td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td>
</tr>
<tr>
<td>

Select a topic, need, or problem that can be further researched.
Describe the purpose of a research question.

</td>
<td>

research question
topic

</td>
<td>

The development of research questions must be scaffolded to ensure learners are writing clear and concise questions that encourage critical thinking and research. (IN)
Learners must be taught that research questions are not yes or no questions and cannot be answered with a simple internet search or in a single sentence. (IN)
Learners may write questions that are too narrow (where there are limited sources of information to support their topic) or too broad to be responded to in a single assignment. (ME)
Learners may confuse a topic or subject area with a research question. (ME)
Learners may have difficulty aligning the research question with the purpose of the investigation. (ME)
Learners may have difficulty writing a clear, specific, and focused research question designed to guide their investigation. (ME)

</td>
</tr>
<tr>
<td colspan="3">Courses</td>
</tr>
<tr>
<td colspan="3">Language Arts 8
Reading 8</td>
</tr>
</table>

EIGHTH GRADE

INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

8.IR.2 Gather and interpret relevant information for a variety of purposes.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
7.IR.2	**Library Media**: 8.A.1, 8.A.2 8.IR.1 8.IR.3 8.IR.4 8.IR.5	9-10.IR.2
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify the purpose of the research. - Differentiate between relevant and irrelevant information. - Use advanced search strategies to locate relevant informational sources and information (including digital and online sources). - Determine if resources are reliable and credible (multiple perspectives, biases, relevancy, authority, accuracy, currency, purpose).	- relevant information - interpret - purpose	- If the school has a library media specialist, that individual is a great resource for teaching this standard. (IN) - Learners may use a search engine to find a topic and take the first source. They will need guidance on how to dig deeper and find the most relevant source for their purpose. (ME) - Learners may have difficulty generating effective keywords and search terms that reflect the research question. (ME) - Learners may have difficulty sorting through information to find pertinent and useful details. (ME)
Courses		
Language Arts 8 Reading 8		

EIGHTH GRADE

<table>
<tr><td colspan="3" align="center">**INQUIRY AND RESEARCH (IR)**
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">**8.IR.3** Organize main concepts from a variety of sources using multiple notetaking strategies.</td></tr>
<tr><td>**Preceding Standard(s)**</td><td>**Related Standard(s)**</td><td>**Successive Standard(s)**</td></tr>
<tr><td>7.IR.3</td><td>8.IR.2
8.IR.4
8.IR.5</td><td>9-10.IR.3</td></tr>
<tr><td>**Prerequisite Skills**</td><td>**Key Vocabulary**</td><td>**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**</td></tr>
<tr><td>Identify the main ideas and relevant details from each source.
Recognize different notetaking strategies (Cornell method, mapping, outlining, charting, T-chart, Venn diagram, etc.).
Paraphrase information from sources.
Choose and implement the most effective note-taking strategy for the purpose.</td><td>organize
main concepts</td><td>Learners should be exposed to multiple notetaking strategies so that when they work independently, they can choose the most efficient strategy for their purpose and learning style. (IN)
Learners may have difficulty identifying the main concepts and relative details pertaining to the research topic. (ME)</td></tr>
<tr><td colspan="3">**Courses**</td></tr>
<tr><td colspan="3">Language Arts 8
Reading 8</td></tr>
</table>

EIGHTH GRADE

INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

8.IR.4 Analyze the credibility of a source based on bias, perspective, and purpose.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
7.IR.4	**Library Media**: 8.E.1, 8.E.2 8.R.2 8.R.9 8.IR.2 8.IR.3 8.IR.5	9-10.IR.4
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Distinguish between facts and opinions. • Identify biases (author and own). • Determine the author's perspective and purpose. • Describe how bias, perspective, and purpose impact a source's credibility. • Recognize the factors of credibility (e.g., author level of expertise, author point of view, source publication date).	• credibility • bias • perspective • purpose	• While .org, .gov, .edu, etc., websites are reliable and credible, they are usually not always unbiased. Learners may not understand this. (IN) • Learners may analyze information at a surface level without digging into implications, assumptions, and underlying issues with the source. (ME) • Learners may rely too heavily on one source without cross-referencing other credible sources leading to an incomplete or biased understanding of a topic. (ME) • Learners may not consider the historical, cultural, or situational context of the information. (ME) • Learners may select information that supports their pre-existing beliefs or opinions and disregard information that contradicts them. (ME) • Learners may have difficulty identifying bias in sources or understanding how bias influences the information. (ME) • Learners may have difficulty integrating multiple perspectives without comparing, contrasting, or synthesizing them. (ME) • Learners may not examine the credibility, supporting evidence, or expertise behind different perspectives on a topic. (ME)
Courses		
Language Arts 8 Reading 8		

EIGHTH GRADE

<table>
<tr><td colspan="3">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">8.IR.5 Integrate information from sources using a standardized format.
    a.   Reference sources, including in-text citations, when quoting, paraphrasing, and/or summarizing to avoid plagiarism.
    b.   Generate a citation/bibliography page using a standardized format.</td></tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
7.IR.5	**Library Media**: 8.IP.1a, 8.IP.1b, 8.IP.2, 8.IP.3 8.W.2 8.IR.2 8.IR.3	9-10.IR.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/Errors (ME)
- Understand plagiarism, the consequences of plagiarizing, and strategies to avoid plagiarism. - Differentiate between quotations, paraphrasing, and summarizing. - Describe how in-text citations avoid plagiarism. - Reference sources when quoting, paraphrasing, and/ or summarizing information. - Identify the necessary components of a citation. - Identify the order of information on a citation/bibliography page.	- standard format - in-text citation - quote - paraphrase - summarize - plagiarism - citation - bibliography	- In-text citations are often a new skill for 8th grade. Learners will need explicit instruction on how to use them. (IN) - Learners may not format direct quotations correctly or attribute quotations to their sources. (ME) - Learners may limit words changed, misinterpret or alter the original meaning when paraphrasing. They may forget to cite the original source after paraphrasing. (ME) - Learners may not provide citations for summarized information. (ME) - Learners may omit author names, publication dates, titles, or page numbers from citations. (ME) - Learners may not format citations consistently in the bibliography. (ME)

Courses
Language Arts 8 Reading 8

NINTH AND TENTH GRADE

COMMUNICATION (C)
Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

9-10.C.1 Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.C.1	9-10.C.2 9-10.C.6 9-10.C.7 9-10.W.1 9-10.W.2	11-12.C.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Differentiate between formal and informal presentations. • Identify the intended audience and purpose of the presentation. • Select and use multimedia components appropriate for the audience and purpose. • Construct presentations utilizing supports (outlines, graphic organizers).	• formal • informal • audience • purpose • multimedia	• Multimedia presentations can be more than a slideshow presentation, including options such as videos, animations, infographics, or other digital representations of information. (IN) • Learners should continue to grow in independence, creating organizational structures in speech. (IN) • Learners may have difficulty tailoring the presentation to meet the specific needs and expectations of the audience and purpose (e.g., amount of detail, use of technical language). (ME) • Learners may struggle with integrating multimedia components (e.g., videos, images, audio) effectively to enhance the presentation. (ME) • Learners may struggle to find the correct balance of information, so the substance of the presentation meets the needs of the audience and purpose. (ME) • Learners may have difficulty interacting with the audience and keeping them engaged throughout the presentation. (ME) • Learners may have difficulty managing the timing of the presentation, so they do not rush through content or run out of time before covering all their points. (ME)

Courses	
English 9 English 10 Speech I Journalism I Beginning Debate	Oral Interpretation Applied Communications Mass Media English 10: AP Seminar

NINTH AND TENTH GRADE

Presentational Communication		
Learners will organize and express information in a format appropriate to the audience and purpose.		
9-10.C.2 Implement proper verbal and nonverbal communication for tasks and situations.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
8.C.2	9-10.C.1 9-10.C.6	11-12.C.2
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify proper verbal and nonverbal communication for a task or situation. • Present ideas in complete sentences using some eye contact with the audience, body language, intonation, and volume in formal and informal situations. • Enunciate words clearly. • Speak at an understandable speed.	• verbal communication • nonverbal communication	• Body language includes avoiding nervous actions (rocking, hands playing with notecard, etc.), gestures, and body movements to emphasize ideas or transitions. (IN) • Learners may not understand that reading a slide and occasionally looking at the audience is ineffective communication. (ME) • Learners may have difficulty articulating thoughts clearly and concisely. (ME) • Learners may struggle to balance volume and pace to maintain audience engagement. (ME) • Learners may tend to overuse filler words ("um," "like," and "you know"), which detract from the clarity of the message. (ME) • Learners may struggle to maintain appropriate eye contact or use facial expressions that match the content of their speech. (ME) • Learners may have difficulty understanding and using personal space. (ME)

Courses
English 9 English 10 Speech I Journalism I Beginning Debate Oral Interpretation Applied Communication Mass Media American Literature English Literature Modern Literature World Literature Drama (Literature) Fiction Mythology and Folklore English 10: AP Seminar Humanities (English)

NINTH AND TENTH GRADE

Collaboration
Learners will work effectively with their peers to accomplish a common goal or purpose.

9-10.C.5 Prepare for discussions by reading and researching ideas to be discussed.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.C.5	9-10.C.6 9-10.C.7 9-10.R.2 9-10.R.8 9-10.R.9 9-10.IR.2	11-12.C.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Research finding relevant and specific connections to answer a question. • Read a text and identify possible connections. • Summarize pertinent information from sources.	• research • preparation	• Preparation may include formal and informal discussions of fiction, poetry, and non-fiction, including excerpts, articles, longer texts, current events, and other content materials, including films, slideshows, and podcasts. (IN) • Learners may not understand complex or dense texts containing advanced vocabulary, abstract concepts, or sophisticated arguments. (ME) • Learners may have difficulty connecting ideas between multiple texts to allow them to understand broad themes and construct well-rounded arguments. (ME) • Learners may not identify credible sources leading to the use of unreliable information. (ME) • Learners may have difficulty assessing the relevance, reliability, and bias of sources. (ME) • Learners may not integrate information from multiple sources coherently and cohesively. (ME)

Courses	
English 9	Modern Literature
English 10	World Literature
Speech I	Biography
Journalism I	Drama (Literature)
Beginning Debate	Fiction
Oral Interpretation	Formal Logic
Applied Communications	History of the English Language
Mass Media	Humanities (English)
Composition I	Mythology and Folklore
Creative Writing	Semantics
American Literature	English 10: AP Seminar
English Literature	

NINTH AND TENTH GRADE

Collaboration
Learners will work effectively with their peers to accomplish a common goal or purpose.

9-10.C.6 Engage in respectful discussions or debates.
    a.   Listen to acknowledge varying perspectives and evaluate the speaker's logic or argument.
    b.   Present or share synthesized research and information.
    c.   Ask and respond to questions to propel discussion.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.C.6	9-10.C.1 9-10.C.2 9-10.C.5 9-10.C.7 9-10.R.8 9-10.R.9 9-10.IR.2 9-10.IR.5	11-12.C.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Use non-verbal communication to show listening. • Engage in a range of discussions using active listening skills, posing and responding to specific questions to clarify information. • Link comments to remarks of others and respond respectfully. • Acknowledge validity and limitations in other's arguments in debates. • Support ideas with research, sources, and textual evidence. • Ask questions about other's perspectives or ideas.	• debate • perspective • logic • argument • synthesize	• Learners may need instruction on effectively engaging in a discussion versus a debate. Learners may move a focused discussion into a debate. (IN) • Learners may need instruction on structure and argumentative techniques to debate. (IN) • The teacher can select research and information for the discussions, or it can be located by the learner. (IN) • Respectful conversations may need to be scaffolded. Learners may need notes, sentence starters, question types, and/or modeling to participate. (IN) • Learners may have difficulty listening to perspectives that differ from their own due to pre-existing biases and preconceptions, which leads to dismissal of opposing viewpoints. (ME) • Learners may have difficulty demonstrating active listening skills (maintaining eye contact, nodding, not interrupting the speaker) and controlling emotions during discussions of controversial or sensitive topics. (ME) • Learners may not understand the characteristics of a strong argument, making it difficult to evaluate the quality of a speaker's points. (ME)

Courses
English 9
English 10
Speech I
Journalism I
Beginning Debate
Oral Interpretation
Applied Communications
Mass Media
Composition I
Creative Writing
American Literature
English Literature
Modern Literature
World Literature
Biography
Drama (Literature)
Fiction
Mythology and Folklore
Semantics
English 10: AP Seminar
History of the English Language
Humanities (English)

NINTH AND TENTH GRADE

Collaboration *Learners will work effectively with their peers to accomplish a common goal or purpose.*		
9-10.C.7 Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
8.C.7	9-10.C.1 9-10.C.2 9-10.C.5 9-10.C.6	11-12.C.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Understand that norms and processes are necessary to accomplish a task as a group. • Recognize when a norm, process, or role is not followed. • Cooperate with peers.	• climate • norms • process • role	• Norms and processes, such as tracking progress, setting deadlines, preparation, and notetaking expectations, contribute to effective group work. The development and application of norms and processes must be scaffolded with teacher guidance. (IN) • Teachers may need to model how to handle situations when norms aren't followed or roles are not met within a group. Additionally, it may be helpful for teachers to anticipate situations like this and have a plan for group evaluation and grading for members who are not meeting expectations. (IN) • Learners may have difficulty establishing or understanding expectations in norms. (ME) • Learners may have difficulty understanding complex or unfamiliar processes involved in the task leading to inefficiencies. (ME) • Learners may not have a clear understanding of specific roles in the group leading to overlaps, gaps, or conflicts in responsibilities. (ME) • Learners may struggle with voicing ideas, listening to others, or providing constructive feedback within the group. (ME) • Learners may have difficulty ensuring all group members are engaged and participating without individuals dominating discussions or demonstrating reluctance to participate. (ME) • Learners may struggle with time management, aligning schedules for work on tasks, and meeting deadlines. (ME)

Courses
English 9
English 10
Speech I
Journalism I
Beginning Debate
Oral Interpretation
Applied Communications
Composition I
Creative Writing
Mass Media
American Literature
English Literature
Modern Literature
Drama (Literature)
Fiction
Mythology and Folklore
Humanities (English)

NINTH AND TENTH GRADE

READING (R)
Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.

Comprehension
Learners will read to understand various complex literary and informational texts.

9-10.R.2 Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.R.2	9-10.C.5 9-10.R.3a 9-10.R.3b 9-10.R.4 9-10.R.5 9-10.R.6 9-10.R.7 9-10.R.8 9-10.R.9 9-10.IR.2 9-10.IR.3	11-12.R.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Determine what the text says explicitly. • Ask and answer questions about key details. • Use textual evidence (with specific examples) to compare, contrast, predict, and infer information from text. • Explain the reasoning behind inferences.	• complexity • inference • relevant textual evidence • reasoning	• Districts may have input on texts available by grade level. (IN) • Texts should be at a reading and complexity level that is both challenging and accessible for students. A variety of genres (e.g., poetry, short stories, journalistic nonfiction, novels, articles, etc.) should be offered. (IN) • Comprehension strategies such as developing inferences, asking questions, predicting, annotating, etc., should be modeled by the teacher. Comprehension is the necessary step before analysis of a text. (IN) • Noticing and identifying the use of text structures and subheadings can be an important part of comprehension. (IN) • Learners may not understand implicit meanings and underlying themes needed to make inferences. (ME) • Learners may not make connections between textual clues and background knowledge, causing them to make inaccurate inferences. (ME) • Learners may have difficulty examining and combining information to draw conclusions not directly stated in the text. (ME) • Learners may not identify strong textual evidence to support their inferences. (ME)

		• Learners may have difficulty determining when to quote directly and when to paraphrase. (ME) • Learners may not integrate relevant evidence into their writing, resulting in evidence that appears disjointed or out of context. (ME) • Learners may have difficulty constructing a logical flow of reasoning connecting the inference with the evidence and explanation. (ME) • Learners may summarize text rather than engage in a deep, insightful analysis. (ME)

Courses

English 9
English 10
College Learning Lab - English 12
Speech I
Journalism I
Beginning Debate
Oral Interpretation
Applied Communications
Mass Media
Composition I
Creative Writing
American Literature
English Literature
Modern Literature
World Literature
Biography
Drama (Literature)
Fiction
Poetry
Mythology and Folklore
Semantics
English 10: AP Seminar
History of the English Language
Humanities (English)

NINTH AND TENTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		

9-10.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant information.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.R.3a	9-10.R.2 9-10.R.4 9-10.R.5 9-10.W.1 9-10.W.3	11-12.R.3a

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify and differentiate between main ideas and supporting details. • Summarize the main information, stating the main idea(s) and providing supporting details. • Determine which information is relevant or unnecessary. • Distinguish between subjective and objective writing. • Differentiate between summarizing and paraphrasing.	• summarize • paraphrase • objectivity	• A summary may vary in length and detail based on purpose and task. (IN) • Summaries should be objective and may require teacher guidance, such as sentence starters at the beginning level. (IN) • Summary and/or paraphrasing sources at the high school level is often for a designated purpose, such as written or oral communication. (IN) • Learners may have difficulty identifying and prioritizing main ideas and key details, leading to summaries that are too detailed or omit critical information. (ME) • Learners have difficulty distinguishing between essential and non-essential information. (ME) • Learners may have difficulty understanding and simplifying complex concepts in summaries. (ME) • Learners may struggle to summarize multiple sources without blending ideas or losing clarity of the information in each. (ME) • Learners may have difficulty not injecting personal opinions, interpretations, or biases when summarizing information. (ME)

Courses
English 9

English 10
College Learning Lab - English 12
Speech I
Journalism I
Beginning Debate
Applied Communication
Composition I
English 10: AP Seminar

NINTH AND TENTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		
9-10.R.3b Summarize and/or paraphrase literary texts objectively, including relevant information.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
8.R.3b	9-10.R.2 9-10.R.4 9-10.R.5	11-12.R.3b
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify characters, setting, and plot. • Summarize literary text by including major story elements. • Determine which information from the text is relevant or unnecessary to explain the overarching story. • Differentiate between summarizing and paraphrasing.	• summarize • paraphrase • objectivity • literary text	• A summary may vary in length and detail based on purpose and task. (IN) • Summaries should be objective and may require teacher guidance, such as sentence starters at the beginning level. (IN) • Summary and/or paraphrasing sources at the high school level is often for a designated purpose, such as written or oral communication. (IN) • Learners tend to mistake the summary for analysis. The summary serves to give context for analysis. (ME) • Learners may have difficulty identifying central themes, summarizing character development, and interpreting symbolism within the text. (ME) • Learners may have difficulty interpreting the text based on evidence from the text and separating their personal opinions, emotions, and biases from that interpretation. (ME) • Learners may struggle to maintain a balance between presenting key plot points and events with insightful analysis. (ME) • Learners may have difficulty considering the text's intended purpose or author's background and context to the meaning of the text instead of aligning meaning with their own beliefs and expectations. (ME) • Learners may have difficulty integrating textual evidence into summaries/paraphrases and explaining how the evidence supports their interpretation or summary. (ME)

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College Learning Lab - English 12
Oral Interpretation
Drama (Literature)
Fiction
Mythology and Folklore
English 10: AP Seminar
Fiction
Humanities (English)

NINTH AND TENTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

9-10.R.4 Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.R.4	9-10.R.2 9-10.R.3a 9-10.R.3b 9-10.R.5 9-10.R.6 9-10.R.8 9-10.R.9	11-12.R.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify a main idea, claim, or thematic idea in a text. • Cite specific examples of textual evidence relating to the main idea, claim, or theme.	• main idea • claim • theme • textual evidence	• Claims are argumentative and found in non-fiction texts. (IN) • Main ideas are found in informative texts. (IN) • Themes are often literary in nature. (IN) • Writing and supporting theme statements should be spiraled or taught and retaught multiple times a year. (IN) • Learners need to remember that providing sufficient textual evidence often requires more than one quotation and/or instance in a work, as claims, ideas, and themes develop throughout the course of a work. (IN) • Learners may confuse thematic topics (love, anger, freedom, etc.) with thematic statements, which are complete sentences that show how the text reflects universal truths (e.g., power can lead individuals to corruption). (ME) • Learners may have difficulty identifying implicit or implied claims within the text if they are used to focusing only on explicit statements. (ME) • Learners may struggle to structure their ideas and arguments effectively when synthesizing information from multiple parts of a text into a coherent analysis. (ME) • Learners may have difficulty understanding how different parts of the text relate and contribute to the development of themes or claims. Learners may miss interconnections or may not see patterns. (ME)

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American Literature
English Literature
Modern Literature
World Literature
Biography
Drama (Literature)
Formal Logic
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English 10
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Beginning Debate
Oral Interpretation
Applied Communications
Drama (Literature)
Poetry
Fiction
Mythology and Folklore

NINTH AND TENTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		

9-10.R.5 Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.R.5	9-10.R.2 9-10.R.3a 9-10.R.3b 9-10.R.4 9-10.R.7	11-12.R.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Determine the meaning of unknown and multi-meaning words and phrases within a text. • Use dictionaries, thesauruses, and electronic tools to determine word meanings. • Differentiate between words and phrases' figurative, connotative, and denotative meanings. • Identify academic vocabulary in the text read. • Determine ambiguous meanings of words and phrases.	• academic vocabulary • figurative meaning • ambiguous meaning • connotative meaning • denotative meaning	• Learners must be able to identify the meaning of words (figurative, ambiguous, academic) before determining the purpose of the words in context. (IN) • For definitions of figurative, ambiguous, and connotative language, please refer to the glossary at the end of the standards document. (IN) • Academic vocabulary may include discipline and trade-specific vocabulary. (IN) • This standard includes strategies associated with determining the meaning of complex and unknown words, such as using context cues, using prefixes and suffixes, etc. (IN) • Teachers should scaffold this skill. Learners will need to become more independent over time. They should continue working on the skills of determining which vocabulary is important to determine the meaning of the text. (IN) • Learners struggling with this standard may need additional support with foundational skills. This may require collaboration with a specialist. (See 5.F.8, 5.F.10, and 5.F.11) (IN) • Learners may interpret figurative language literally, causing them to miss the intended meaning. (ME) • Learners may have difficulty using context to determine the most appropriate interpretation for ambiguous phrases. (ME) • Learners may not understand the nuances and subtle emotional or cultural associations of words when determining connotative meanings. (ME)

		• Learners may be influenced by their own biases and perspectives leading to misunderstanding of connotative meanings. (ME)
Courses		
English 9 English 10 College Learning Lab - English 12 Speech I Journalism I Beginning Debate Oral Interpretation Applied Communications Mass Media Composition I Creative Writing Drama (Literature) Fiction Poetry Mythology and Folklore Formal Logic Grammar Semantics English 10: AP Seminar History of the English Language Humanities (English)		

NINTH AND TENTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

9-10.R.6 Analyze how the author's choice in structure, form, and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.R.6	9-10.R.2 9-10.R.4 9-10.R.8 9-10.R.9	11-12.R.6

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the structure used to organize a text (see 5.R.6 for informational text structures). • Identify the format of the information. • Identify the form or genre of a text. • Identify the purpose. • Identify the audience.	• structure • form • format • purpose	• Learners could look at foreshadowing, flashbacks, frame narratives, etc., and determine the purpose of these structure choices. (IN) • The structure is the arrangement of a text, form is a genre or text type, and format involves how information is delivered. It includes text features such as bolding and italics and the media type utilized (e.g., infographic, poster, social media post). (IN) • Learners may have difficulty moving beyond the surface level to identify and explain how the author's choices affect the text as a whole. (ME) • Learners may have limited exposure to a variety of texts and genres or have a limited understanding of how structures such as flashbacks or multiple perspectives function, which decreases their ability to recognize and understand different structural, form, and formatting choices and their effects on the purpose and audience. (ME) • Learners may have difficulty understanding how tone, theme, and purpose are supported by specific choices. (ME) • When analyzing texts with multiple layers of meaning (e.g., literal, figurative, symbolic), learners may have difficulty identifying and interpreting them. (ME) • Learners may have difficulty creating strong, logical arguments for their analysis that are supported by evidence from the text. (ME)

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NINTH AND TENTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

9-10.R.7 Analyze the impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language. (See Appendix A for suggested terminology.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.R.7	9-10.R.2 9-10.R.5	11-12.R.7

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify style, syntax, and word choice used in a text. • Identify figurative language and/ or ambiguous language in context. • Determine the implied meaning of figurative and/or ambiguous language. • Determine the mood and tone in a literary work. • Identify literary devices.	• style • syntax • mood • tone • figurative language • ambiguous language	• Any type of figurative language is applicable. The prerequisite skill list does not contain all types that should be taught. A list of suggested types of figurative language applicable to this standard may be found in Appendix A of the standards document. (IN) • Determining tone shifts is an essential piece of analysis. (IN) • Learners often confuse mood and tone. Mood is the feeling or environment of the text, whereas tone is the author's attitude. (ME) • Learners may not recognize patterns in the author's style or syntax that contribute to meaning or tone. (ME) • When analyzing figurative language, learners may have difficulty going beyond the literal meaning of words or phrases. (ME) • When interpreting ambiguous language, learners may have difficulty determining which interpretation is most supported by context. (ME) • Learners may have difficulties recognizing and articulating the subtleties and nuances of language choices conveying mood and tone. (ME)

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Mass Media	Formal Logic
Creative Writing	Semantics
American Literature	English 10: AP Seminar
English Literature	History of the English Language
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NINTH AND TENTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

9-10.R.8 Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.
    a. Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
    b. Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.
    c. Analyze multiple interpretations of the same scene or work, such as across periods, evaluating the choices of each.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.R.8	9-10.C.5 9-10.R.2 9-10.R.3b 9-10.R.4 9-10.R.6	11-12.R.8

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify complex characters (static, dynamic). - Identify themes. - Identify literary elements (symbolism, mood, setting). - Identify the author's point of view and describe how it affects the meaning of the text. - Compare and contrast multiple interpretations of the same theme or topic. - Identify and cite specific textual evidence to support analysis.	- literary elements - textual evidence - theme - point of view - complex characters	- This standard can present a challenge in assessment, as sometimes literary analysis essays are focused on using textual evidence and writing over analysis of themes, perspectives, and characters. (IN) - Comprehension of a text is necessary for analysis of a text. (IN) - Learners may assume literary analysis consists of summaries of large portions of text when the literary analysis involves in-depth analysis of smaller portions or sections of a text. (ME) - Learners may have difficulty understanding multi-faceted characters with contradictory traits, evolve over time, or represent abstract concepts. (ME) - Learners may have difficulty identifying and understanding subtle themes interwoven with multiple elements that develop over the course of a text. (ME) - When analyzing the contributions of mood and setting to a text's meaning, learners may have difficulties recognizing nuanced details and understanding how they interact with other elements. (ME) - Learners may not understand the context in which the text was written, which leads to difficulties analyzing the influences of background, environment, or

		culture on a character's or author's point of view. (ME) • Learners may have difficulty comparing and contrasting the subtle differences in presentation, style, or thematic focus required to evaluate different interpretations of the same theme or work in different time periods or from different perspectives. (ME)

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NINTH AND TENTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

9-10.R.9 Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using textual evidence to support the analysis.
   a. Analyze the author's point of view or purpose and possible biases in a text; compare texts from differing perspectives; and analyze the author's style, content, characterization, and presentation choices.
   b. Analyze various accounts of a subject told in different media, including determining which details are emphasized or omitted in each account.
   c. Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, and/or logical fallacies support or undermine the author's purpose(s).

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.R.9	9-10.C.5 9-10.R.2 9-10.R.3a 9-10.R.4 9-10.R.6 9-10.IR.4	11-12.R.9

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the author's point of view or purpose. • Identify how an author shows bias. • Determine the author's style and characterization of a particular topic. • Identify the author's presentation choices. • Compare and contrast different accounts of the same topic. • Identify argumentative reasoning and potential logical fallacies. • Identify rhetorical techniques.	• bias • point of view • perspective • rhetorical techniques • logical fallacy • logical reasoning	• Author presentation choices could involve images, graphs, etc. (IN) • Learners should identify a text's rhetorical situation and message before they can analyze or evaluate appeals, fallacies, and strategies in context. (IN) • Comprehension will work together with this standard. Learners will need to comprehend the text before they analyze it. (IN) • Various accounts of media covering similar topics or themes may include articles, TedTalks, podcasts, charts, memoirs, graphs, cartoons, pictures, etc. (IN) • Learners may fail to see bias if it agrees with their own biases. (ME) • Learners may struggle to analyze the author's reasoning and how it differs from the evidence an author uses to prove the claim. (ME) • Learners may have difficulties identifying subtle indications of the author's personal beliefs or agendas which may not be stated explicitly. (ME) • Learners may have difficulty understanding or articulating how different authors approach the same topic differently. (ME) • Learners may be unfamiliar with the specific conventions and techniques used in different media, making it more difficult to

		analyze various accounts of a subject. (ME) • Learners may not identify rhetorical techniques (ethos, pathos, logos), creating difficulties in understanding their impact on an argument. (ME) • Learners may not identify logical fallacies or understand how they weaken an argument. (ME)

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NINTH AND TENTH GRADE

WRITING (W)
Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

9-10.W.1 Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.W.1	9-10.C.1 9-10.W.2 9-10.W.3 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.L.1 9-10.IR.5	11-12.W.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Determine the purpose and task for writing. • Determine the intended audience for writing. • Determine the content, format, and style needed to accomplish the purpose of writing. • Use language most appropriate to the audience and purpose. • Identify and correct redundant or vague language.	• format • style • purpose • target audience	• This standard could involve both formal and informal writing assignments. (IN) • This standard can often be paired with other standards for assessment and reflection. (IN) • Understanding the audience involves understanding and generalizing about a group of people based on demographics. (IN) • Offering opportunities to write for different authentic audiences is a beneficial practice for learners. (IN) • Learners may not establish a clear thesis or main idea at the beginning of their writing. (ME) • Learners may include insufficient evidence or information that does not support their thesis or main idea. (ME) • Learners may not organize their writing into clear, logical sections or may use inconsistent formatting throughout the text. (ME) • Learners may not match the tone or language to the intended audience or purpose. (ME)

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NINTH AND TENTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

9-10.W.2 Create a logical organizational structure with:
a. a relevant introduction
b. transitional words or phrases that connect the major sections, paragraphs, sentences, and an appropriate conclusion

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.W.2	9-10.C.1 9-10.W.1 9-10.W.3 9-10.W.4 9-10.W.5 9-10.W.6	11-12.W.2

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Determine an appropriate introduction for the prompt or to meet the purpose of writing. • Write complete sentences and paragraphs using correct capitalization and punctuation. • Provide examples of effective transitional words/phrases. • Determine where/when transitional words are needed in paragraphs or sentences. • Organize information into separate paragraphs relevant to the overall topic. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Determine an appropriate conclusion for a prompt or to meet the purpose of writing.	• organizational structure • introduction • transitional words/phrases • conclusion	• A relevant introduction may entail an attention-getter, background, context, key vocabulary, and a thesis. (IN) • Conclusions bring the work to a unified end through, for example, reviewing the work's argument, stating why the topic matters, making a thematic connection, and/or offering a call to action. (IN) • This standard may be used to assess the structure of any writing, such as genre-specific works, narratives, and arguments. (IN) • Learners may not understand that using repeated keywords and/or transitional phrases to move topics in an essay often requires more than a singular word or two and instead involves explaining the connection between ideas. (ME) • When asked to restate their thesis statement in the conclusion, learners may copy the same thesis from the introduction without providing additional insight or synthesis. (ME) • Learners should avoid adding new claims or evidence in the conclusion. (ME) • Learners may not present a clear, concise thesis statement or have a weak hook that does not engage the reader in the introduction. (ME) • Learners may not provide sufficient context or background information needed to understand the topic in the introduction. (ME)

		• Learners may include multiple unrelated ideas in a single paragraph. (ME)

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NINTH AND TENTH GRADE

Text Types and Structure		
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.		

9-10.W.3 Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.W.3	9-10.R.3a 9-10.W.1 9-10.W.2 9-10.W.6 9-10.W.7 9-10.L.1 9-10.IR.2 9-10.IR.3 9-10.IR.4 9-10.IR.5	11-12.W.3

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the audience and purpose for writing. • Identify the topic of interest for the focus of the research and writing. • Identify relevant and reliable sources. • Identify qualities of an effective thesis. • Create a clear thesis. • Support claims/topic sentences with relevant and reliable evidence. • Write complete sentences and paragraphs using correct capitalization and punctuation. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion.	• thesis • supporting claim • supporting detail • evidence • relevant source • reliable source	• Learners will need guidance on how to find relevant and reliable sources. (IN) • Informative writing is often used alongside persuasive and narrative writing to provide content and background. (IN) • Learners may not understand that informative writing should avoid making arguments or stating opinions. (ME) • Learners may use overly complex language, jargon, or technical terms without explaining them adequately. (ME) • Learners may not provide enough examples, analogies, or illustrations to clarify complex information. (ME) • When explaining processes, learners may not break processes or sequences into clear, step-by-step explanations. (ME) • Learners may not incorporate visual aids (e.g., charts, graphs, images) to support the text. (ME) • Learners may not integrate evidence and sources that support the information, leading to a lack of credibility and insufficient support of points made. (ME)

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NINTH AND TENTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

9-10.W.4 Write to persuade an audience by:
   a. establishing relevant context
   b. stating a clear position/thesis
   c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims
   d. using logical reasoning to avoid fallacies

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.W.4	9-10.R.3a 9-10.W.1 9-10.W.2 9-10.W.6 9-10.W.7 9-10.L.1 9-10.IR.2 9-10.IR.3 9-10.IR.4 9-10.IR.5	11-12.W.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the context of the argument (time, place, audience). • Describe the qualities of an effective thesis. • Create a clear thesis or position. • Provide a rationale for the thesis. • Write complete sentences and paragraphs using correct capitalization and punctuation. • Establish topic sentences for support. • Differentiate between claims and counterclaims. • Identify and incorporate valid and reliable evidence from a variety of sources to support claims and refute counterclaims. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion. • Identify a fallacy in reasoning.	• persuade • context • thesis • refute • claim • counterclaim • fallacy	• In learner writing, the specific terms to refer to fallacies (Red Herring, Ad hominin, etc.) are less important than understanding a flaw in logical reasoning. (IN) • Learners must remember that argumentative writing primarily focuses on defending a position or opinion, whereas persuasive writing involves a call to action or invokes some kind of change. (IN) • Learners must remember that counterclaims are claims that work against one's thesis statement. Refuting them requires tactics such as providing specific evidence, pointing out flaws in the opposing argument, etc. (IN) • Learners may provide extraneous and/or unsubstantiated claims at the end of paragraphs. (ME) • Learners may not provide enough context or background information to frame the issue for the reader. (ME) • Learners may write a thesis statement that is vague, overly broad, or unclearly articulated. (ME) • Learners may stray from the thesis statement, may not provide sufficient evidence to

		support it, or may use inaccurate, outdated, or biased evidence. (ME) • Learners may not acknowledge or address counterclaims or opposing viewpoints or may provide superficial or ineffective rebuttals to counterclaims. (ME) • Learners may weaken the credibility and persuasiveness of their arguments by using fallacious reasoning. (ME) • Learners may not establish logical connections between evidence and conclusions. (ME)

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Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

9-10.W.5 Write to convey real experiences, imaginary events, and poetic expressions by using creative writing techniques, such as narrative, dialogue, sensory details, figurative language, and symbolism, to engage an audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.W.5	9-10.R.5 9-10.W.1 9-10.W.2 9-10.W.6 9-10.W.7 9-10.L.1	11-12.W.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Write complete sentences and paragraphs using correct capitalization and punctuation. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion. • Use narrative techniques (dialogue, description) to describe real or imagined event sequences. • Determine how narratives, dialogues, sensory details, figurative language, and/or symbolism may be used in writing to engage the audience and support the purpose of writing.	• narrative • dialogue • sensory details • figurative language • symbolism	• Narrative writing often improves with exposure to strong narrative writing. This may be implemented in class through mentor texts. (IN) • This standard is open to many genres of writing (e.g., poetry, narrative writing, short story writing, journaling, etc.). (IN) • Learners may not sufficiently develop the plot leading to lack of depth or complexity. (ME) • Learners may write dialogue that doesn't sound authentic or realistic, detracting from the believability of the characters. (ME) • Learners may use sensory details inconsistently or excessively overwhelming readers or failing to create a vivid picture. (ME) • Learners may not recognize the need for figurative language or may use metaphors or similes that are clichéd, inappropriate, or unclear. (ME) • Learners may use symbolism that is too obvious or heavy-handed, reducing the impact of the narrative on the audience. (ME)

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NINTH AND TENTH GRADE

Writing Process and Craft		
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.		

9-10.W.6 Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
5.W.6 8.W.6	9-10.W.1 9-10.W.2 9-10.W.3 9-10.W.4 9-10.W.5 9-10.W.7 9-10.L.1	11-12.W.6
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Identify the purpose and audience for writing. - Develop and strengthen writing utilizing the five steps of the writing process.	- writing process - purpose - audience	- Teachers should scaffold this process by providing graphic organizers, topic choices or guidance on topic creation, offering revision ideas, etc. (IN) - Standard 5.W.6 is included as a location with the definitions of the part of the writing process. (IN) - Learners may not understand that writing is never finished; it is only submitted. Writing can always be improved and revised after final submission. (ME)

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NINTH AND TENTH GRADE

Writing Process and Craft		
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.		

9-10.W.7 Integrate vocabulary and figurative language to create a particular style and/or voice that supports the purpose of writing.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.W.7	9-10.W.1 9-10.W.3 9-10.W.4 9-10.W.5 9-10.W.6 9-10.L.1	11-12.W.7
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Use figurative language that integrates emotion and mood, matching the writing purpose. • Use descriptive language and vocabulary that matches the writing purpose.	• figurative language • style • voice	• Learners should go beyond identifying or applying figurative language and vocabulary to their writing and focus on the purpose and effect of these choices. Mentor texts are often helpful in guiding this process. (IN) • Learners are still establishing and developing their voice in writing. Learners will often begin with the basics, such as basic comparisons, and can develop a more sophisticated voice that utilizes more complex vocabulary and figurative language with practice. This is often practiced through revision and editing. (IN) • The style of writing is often determined by the task and purpose of a piece of writing. (IN) • Learners may not understand that a more elevated vocabulary word does not necessarily improve writing if it does not fit the work context. (ME) • Learners may use figurative language excessively, overshadowing the clarity of the message. (ME) • Learners may use vocabulary or figurative language that does not fit the context or tone of the writing, creating inconsistency and making the intended message or atmosphere unclear. (ME) • Learners may use mixed metaphors or conflicting imagery, undermining the coherence of the writing. (ME)

Courses
English 9
English 10
College Learning Lab - English 12
Speech I
Journalism I
Beginning Debate
Applied Communications
Composition I
Creative Writing
Drama (Literature)
Poetry
Grammar
Semantics
English 10: AP Seminar

NINTH AND TENTH GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

9-10.L.1 Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.
- a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
- b. Use colons, semicolons, parenthesis, and other punctuation for advanced types and purposes of writing.
- c. Avoid misplaced modifiers and vague pronouns in writing.
- d. Follow parallel structure in writing.
- e. Recognize and use correct types of pronouns (e.g., intensive, reflexive, etc.).
- f. Follow standard grammar conventions mastered in previous grades.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.L.1	9-10.W.1 9-10.W.3 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7	11-12.L.1

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Use simple, compound, complex, and compound-complex sentences to add variety and interest. • Recognize and correct inappropriate fragments and run-ons. • Use varying forms of punctuation accurately. • Follow standard grammar conventions mastered in previous grades.	• syntax • phrases • colon • semicolon • parenthesis • misplaced modifier • pronouns • parallel structure	• Grammar should be taught alongside writing to practice the implementation of a variety of accurate syntax. (IN) • Learners may use the same sentence structure repeatedly when writing. (ME) • Learners may use colons, semicolons, or parenthesis interchangeably, undermining the clarity of their writing. (ME) • Learners may place modifiers, so they modify the incorrect word or phrase, altering the intended meaning of the sentence. (ME) • Learners may not maintain parallel structure in lists, series, or comparisons in sentences. (ME) • Learners may attempt parallel structure but not ensure the elements are grammatically and logically parallel. (ME) • Learners may not understand when to use reflexive versus personal pronouns. (ME)

Courses	
English 9	Creative Writing
English 10	Biography
College Learning Lab - English 12	Poetry
Speech I	Formal Logic
Journalism I	Grammar
Beginning Debate	Semantics
Applied Communications	English 10: AP Seminar
Composition I	History of the English Language

NINTH AND TENTH GRADE

INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

9-10.IR.1 Develop pertinent research questions and narrow or broaden the inquiry.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.IR.1	**Library Media**: 9-10.I.1, 9-10.I.2 9-10.IR.2 9-10.IR.3	11-12.IR.1
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Select a topic of interest and develop a focus question for research. • Recognize when additional information is needed on a research topic or question. • Refine keywords used in research questions based on new, conflicting, or missing information.	• research question • inquiry	• These skills must be scaffolded to ensure students write clear, concise questions that encourage critical thinking and research. Students might write questions that are too narrow (where there are limited sources of information to support their topic) or too broad to be responded to in a single assignment. (IN) • Learners may write yes or no questions or questions that could be answered with a simple internet search or in a single sentence. They need to be taught that research questions go deeper than that. (ME) • Learners may create questions that are irrelevant to the topic or based on unsubstantiated assumptions. (ME) • Learners may skew research findings by creating questions reflecting personal biases or preconceived notions. (ME)

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NINTH AND TENTH GRADE

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INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

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<td colspan="3">

9-10.IR.2 Gather and interpret relevant information from primary and secondary sources for a variety of purposes.

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<tr>
<td>**Preceding Standard(s)**</td>
<td>**Related Standard(s)**</td>
<td>**Successive Standard(s)**</td>
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<tr>
<td>8.IR.2</td>
<td>

Library Media: 9-10.A.1, 9-10.A.2

9-10.C.3
9-10.R.2
9-10.R.3a
9-10.W.3
9-10.W.4
9-10.IR.1
9-10.IR.3
9-10.IR.4
9-10.IR.5

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<td>11-12.IR.2</td>
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<tr>
<td>**Prerequisite Skills**</td>
<td>**Key Vocabulary**</td>
<td>

Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)

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- Differentiate between primary and secondary sources.
- Determine the purpose of the research.
- Locate primary and secondary sources.
- Use advanced search strategies to locate relevant informational sources (both primary and secondary) and information.
- Determine if resources are reliable and credible (multiple perspectives, biases, relevancy, authority, accuracy, currency, purpose).

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- relevant
- primary source
- secondary source
- purpose

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- This standard focuses on finding and understanding sources in the context of responding to one's purposes and tasks. For example, learners can find databases and peer-reviewed sources and interpret the studies accurately to the author's intent. (IN)
- Some possible purposes met by this standard could include building background knowledge, creating a brief research project or presentation, writing a research paper, debating, or preparing for a Socratic discussion. (IN)
- Learners may have difficulty evaluating the relevance or credibility of sources leading to the use of unreliable or biased information. (ME)
- Learners may have difficulty distinguishing between primary and secondary sources and understanding when and how each should be used. (ME)
- Learners may misinterpret information or may have difficulty analyzing or synthesizing different perspectives leading to incorrect conclusions. (ME)
- Learners may have difficulty integrating sources seamlessly by quoting, paraphrasing, or summarizing information effectively. (ME)

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English 9
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Speech I
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Formal Logic
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English 10: AP Seminar
History of the English Language

NINTH AND TENTH GRADE

<table>
<tr><td colspan="3" style="background-color:#F5C242">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
</table>

9-10.IR.3 Organize relevant information from a variety of sources.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.IR.3	9-10.R.2 9-10.W.3 9-10.W.4 9-10.IR.1 9-10.IR.2 9-10.IR.4 9-`0.IR.5	11-12.IR.3

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Use organizational tools and notetaking strategies to track relevant information. • Identify main ideas and relevant details from each source. • Summarize information from sources. • Record main concepts from sources using multiple notetaking strategies. • Use educator-provided organizers to collect research information.	• relevant • source	• Learners should gain independence with time in organizing their sources to respond to their task or purpose. In the beginning, learners may need guided tables, organizers, or notecards to keep track of their sources and the relevancy of the sources to their projects. (IN) • Learners may struggle with tracking information due to ineffective or inconsistent notetaking. (ME) • Learners may have difficulty synthesizing and summarizing information from multiple sources that pertain to the topic. (ME)

Courses
English 9 English 10 College Learning Lab - English 12 Speech I Journalism I Beginning Debate English 10: AP Seminar

NINTH AND TENTH GRADE

INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

9-10.IR.4 Evaluate the credibility of a source based on bias, perspective, and purpose.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.IR.4	**Library Media**: 9-10.E.1, 9-10.E.2 9-10.R.2 9-10.R.9 9-10.W.3 9-10.W.4 9-10.IR.2	11-12.IR.4

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Distinguish between facts and opinions. - Identify biases (author and own). - Determine the author's perspective and purpose. - Recognize the factors of credibility (e.g., author level of expertise, author point of view, source publication date).	- credibility - bias - perspective - purpose	- Learners will need to be able to comprehend the material before they can evaluate the sources. (IN) - Learners may have difficulty recognizing when a source exhibits bias (e.g., political, ideological, cultural, commercial) and may not understand how bias can be implicit or influence information without being stated outright. (ME) - Learners may not consider how different perspectives (e.g., cultural, historical, disciplinary) impact information and viewpoints. (ME) - Learners may have difficulty differentiating between subjective opinions and objective information within sources. (ME) - Learners may have difficulty assessing how the purpose of the source (e.g. educational, promotional, advocacy) affects its reliability and the credibility of the research. (ME)

Courses
English 9 English 10 College Learning Lab - English 12 Speech I Journalism I Beginning Debate Applied Communications Mass Media Biography Formal Logic Semantics English 10: AP Seminar

NINTH AND TENTH GRADE

INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

9-10.IR.5 Integrate information from sources using a standardized format.
   a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
   b. Generate a citation /bibliography page using a standardized format.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.IR.5	**Library Media**: 9-10.IP.1a, 9-10.IP.1b, 9-10.IP.2, 9-10.IP.3 9-10.W.1 9-10.W.3 9-10.W.4 9-10.IR.2 9-10.IR.3	11-12.IR.5

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
- Identify the necessary components of a citation. - Differentiate between quotations, paraphrasing, and summarizing. - Identify the order of information on a citation/bibliography page. - Reference sources when quoting, paraphrasing, and/or summarizing information. - Use in-text citations correctly. - Understand plagiarism, the consequences of plagiarizing, and strategies to avoid plagiarism.	- quotation - paraphrase - summary - plagiarism - academic integrity - citation - bibliography	- Academic integrity includes fair acknowledgment and use of Artificial Intelligence technologies for writing. (IN) - MLA and APA citations are the most commonly used in high school. (IN) - Learners may want to use large portions of other's work; however, most of the work should be focused on their arguments. (ME) - Learners may want to use a citation generator without reviewing the source and calling it a proper citation; however, these generators often leave errors in the correct formatting. (ME) - Learners may have difficulty integrating quotations, paraphrases and summaries into their writing smoothly. (ME) - Learners may rely too heavily on quoted information, losing their own argumentative focus. (ME) - Learners may have difficulty properly attributing quotations, paraphrases, and summaries to their original sources. (ME)

Courses
English 9 English 10 College Learning Lab - English 12 Speech I Journalism I Beginning Debate Mass Media Applied Communications Grammar English 10: AP Seminar

ELEVENTH AND TWELFTH GRADE

COMMUNICATION (C)
Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.

Presentational Communication
Learners will organize and express information in a format appropriate to the audience and purpose.

11-12.C.1 Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.C.1	11-12.C.2 11-12.C.6 11-12.C.7 11-12.W.1 11-12.W.2	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Differentiate between formal and informal presentations. • Identify the intended audience and purpose of the presentation. • Select and use multimedia components appropriate for the audience and purpose. • Construct presentations with supports (e.g., outline, graphic organizer).	• formal • informal • audience • purpose	• Multimedia presentations can be more than a slideshow presentation, including options such as videos, animations, infographics, or other digital representations of information to support the information to support a learner's presentation. (IN) • Learners should continue to grow in independence creating organizational structures for presentations. (IN) • Learners may have difficulty tailoring the presentation to meet the specific needs and expectations of the audience and purpose (e.g., amount of detail, use of technical language). (ME) • Learners may struggle with integrating multimedia components (e.g., videos, images, audio) effectively to enhance the presentation. (ME) • Learners may struggle to find the correct balance of information, so the substance of the presentation meets the needs of the audience and purpose. (ME) • Learners may have difficulty interacting with the audience and keeping them engaged throughout the presentation. (ME) • Learners may have difficulty managing the timing of the presentation, so they do not rush through content or run out of time before covering all their points. (ME)

Courses
English 11
English 12
Advanced English
Business English
Speech II
Journalism II
Advanced Debate
Applied Communications
Oral Interpretation
Mass Media
AP Seminar
AP Research

ELEVENTH AND TWELFTH GRADE

Presentational Communication		
Learners will organize and express information in a format appropriate to the audience and purpose.		
11-12.C.2 Implement proper verbal and nonverbal communication for the task and situation.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
9-10.C.2	11-12.C.1 11-12.C.6	
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify proper verbal and nonverbal communication for a task or situation. • Present ideas in complete sentences using some eye contact with the audience, body language, intonation, and volume in formal and informal situations. • Enunciate words clearly. • Speak at an understandable speed.	• verbal communication • nonverbal communication	• Body language includes avoiding nervous actions (rocking, hands playing with notecards, etc.) and utilizing gestures and body movement to emphasize ideas or transition. (IN) • Learners may not understand that reading a slide and occasionally looking at the audience is ineffective communication. (ME) • Learners may have difficulty articulating thoughts clearly and concisely. (ME) • Learners may struggle to balance volume and pace to maintain audience engagement. (ME) • Learners may overuse filler words ("um," "like," and "you know"), which detract from the clarity of the message. (ME) • Learners may struggle maintaining appropriate eye contact or using facial expressions that match the content of their speech. (ME)

Courses
English 11 English 12 Advanced English Business English Speech II Journalism II Advanced Debate Mass Media Applied Communications Oral Interpretation Mass Media American Literature English Literature Modern Literature World Literature Drama (Literature) Fiction Mythology and Folklore AP Seminar AP Research Humanities (English)

ELEVENTH AND TWELFTH GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

11-12.C.5 Prepare for discussions by reading and researching ideas.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.C.5	11-12.C.6 11-12.C.7 11-12.R.2 11-12.R.8 11-12.R.9 11-12.IR.2	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Use research to find relevant and specific connections to answer a question. • Read a text and identify possible connections. • Summarize pertinent information from sources.	• research • preparation	• This standard could include formal and informal discussions of poetry, fiction, and non-fiction, including excerpts, articles, longer texts, current events, and other content materials, which could include films, slideshows, and podcasts. (IN) • Learners may have difficulty understanding complex or dense texts containing advanced vocabulary, abstract concepts, or sophisticated arguments. (ME) • Learners may have difficulty connecting ideas between multiple texts to allow them to understand broad themes and construct well-rounded arguments. (ME) • Learners may not identify credible sources leading to the use of unreliable information. (ME) • Learners may have difficulty assessing the relevance, reliability, and bias of sources. (ME) • Learners may not integrate information from multiple sources coherently and cohesively. (ME)

Courses	
English 11	Modern Literature
English 12	World Literature
Business English	Biography
Advanced English	Drama (Literature)
Speech II	Fiction
Journalism II	Mythology and Folklore
Advanced Debate	Formal Logic
Oral Interpretation	Semantics
Applied Communications	AP English Language and Composition
Mass Media	AP English Literature and Composition
Composition II	AP Seminar
Creative Writing	AP Research
American Literature	History of the English Language
English Literature	Humanities (English)

ELEVENTH AND TWELFTH GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

11-12.C.6 Engage in respectful discussions or debates.
   a. Listen to acknowledge varying perspectives and evaluate the speaker's logic or argument.
   b. Critique the presentation of ideas.
   c. Present or share synthesized research and information.
   d. Ask and respond to questions to propel discussion.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.C.6	11-12.C.1 11-12.C.2 11-12.C.5 11-12.C.7 11-12.R.8 11-12.R.9 11-12.IR.2 11-12.IR.5	
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Use non-verbal communication to show listening. - Engage in a range of discussions, using active listening skills and posing and responding to specific questions to clarify information. - Link comments to remarks of others and respond respectfully. - Acknowledge the validity and limitations of other's arguments. - Provide research, sources, and textual evidence to support ideas. - Ask questions about other's perspectives or ideas.	- perspective - logic - argument - critique - synthesize	- Learners may need instruction regarding how to effectively engage in a discussion versus a debate. Learners may move a focused discussion into a debate. (IN) - To debate, learners may need instruction on structure and argumentative techniques. Debates require a good deal of higher-order thinking skills that may need to be scaffolded. (IN) - Research and information for the discussions could be selected by the teacher or located by the learner. (IN) - Instructors may want to consider learning an agreed-upon structure for debates (e.g., Lincoln-Douglas or Philosophical Chairs) and consider the time and routines established with them. (IN) - Respectful conversations may need to be scaffolded. Learners may need notes, sentence starters, question types, and/or modeling to participate. (IN) - Learners may have difficulty listening to perspectives that differ from their own due to pre-existing biases and preconceptions which leads to dismissal of opposing viewpoints. (ME) - Learners may have difficulty demonstrating active listening skills (maintaining eye contact, nodding, not interrupting the speaker) and controlling emotions during discussions of controversial or sensitive topics. (ME)

		- Learners may not understand the characteristics of a strong argument, making it difficult to evaluate the quality of a speaker's points. (ME) - When critiquing presentations, learners may struggle to maintain objectivity and utilize the criteria for evaluating clarity, coherence, relevance, and originality. (ME) - Learners may have difficulty providing constructive feedback that is not vague, overly critical, or does not guide improvement. (ME)

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Mythology and Folklore
Semantics
AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research
History of the English Language
Humanities (English)

ELEVENTH AND TWELFTH GRADE

Collaboration		
Learners will work effectively with their peers to accomplish a common goal or purpose.		

11-12.C.7 Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.C.7	11-12.C.1 11-12.C.2 11-12.C.5 11-12.C.6	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Understand that norms and processes are necessary to accomplish a task as a group. • Recognize when a norm, process, or role is not followed. • Cooperate with peers.	• climate • norm • process • role	• Norms and processes, such as tracking progress, setting deadlines, preparing, and note-taking expectations, contribute to effective group work. These items need to be scaffolded and guided by the teacher. (IN) • Teachers may need to model how to handle situations in which norms aren't followed or roles are not met within a group. It may be helpful for teachers to anticipate situations such as this and have a plan for group evaluation and grading to address group members who are not meeting expectations. (IN) • Learners may have difficulty establishing or understanding expectations in norms. (ME) • Learners may not understand complex or unfamiliar processes involved in the task leading to inefficiencies. (ME) • Learners may not have a clear understanding of specific roles in the group leading to overlaps, gaps, or conflicts in responsibilities. (ME) • Learners may struggle with voicing ideas, listening to others, or providing constructive feedback within the group. (ME) • Learners may have difficulty ensuring all group members are engaged and participating without individuals dominating discussions or demonstrating reluctance to participate. (ME) • Learners may struggle with time management, aligning schedules for work on tasks, and meeting deadlines. (ME)

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Oral Interpretation
Mass Media
Applied Communications
Composition II
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English Literature
Modern Literature
World Literature
Drama (Literature)
Fiction
Mythology and Folklore
AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research
Humanities (English)

ELEVENTH AND TWELFTH GRADE

READING (R)
Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.

Comprehension
Learners will read to understand various complex literary and informational texts.

11-12.R.2 Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.R.2	11-12.C.5 11-12.R.3a 11-12.R.3b 11-12.R.4 11-12.R.5 11-12.R.6 11-12.R.7 11-12.R.8 11-12.R.9 11-12.IR.2 11-12.IR.3	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Determine what the text says explicitly. • Make inferences drawn from text. • Ask and answer questions about key details. • Use textual evidence (with specific examples) to compare, contrast, predict, and infer information from text. • Present reasoning behind inferences.	• complexity • inference • relevant • textual evidence • reasoning	• Districts have input on texts available by grade level. (IN) • Texts should be at a reading and complexity level that is both challenging and accessible for students. A variety of genres (such as poetry, a short story, journalistic nonfiction, novels, articles, etc.) should be offered. (IN) • Comprehension strategies such as developing inferences, asking questions, predicting, annotating, etc. should be modeled by the teacher. Comprehension is the necessary step before analysis of a text. (IN) • Noticing and identifying the use of text structures and subheadings can be an important part of comprehension. (IN) • Learners may have difficulty understanding implicit meanings and underlying themes needed to make inferences. (ME) • Learners may not connect textual clues and background knowledge causing them to make inaccurate inferences. (ME) • Learners may have difficulty examining and synthesizing information to draw conclusions not directly stated in the text. (ME)

		- Learners may not identify strong textual evidence to support their inferences. (ME) - Learners may not understand when to quote directly and when to paraphrase. (ME) - Learners may not integrate relevant evidence into their writing resulting in evidence that appears disjointed or out of context. (ME) - Learners may not construct a logical flow of reasoning connecting the inference with the evidence and explanation. (ME) - Learners may summarize text rather than engage in a deep, insightful analysis. (ME)

Courses

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Semantics
AP English Language and Composition
AP English Literature and Compositions
AP Seminar
AP Research
History of the English Language
Humanities (English)

ELEVENTH AND TWELFTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		

11-12.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant information.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.R.3a	11-12.R.2 11-12.R.4 11-12.R.5 11-12.W.1	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Summarize the main information, stating the main idea(s) and providing supporting details. • Determine which information is relevant or necessary. • Distinguish between subjective and objective writing. • Identify and differentiate between main ideas and supporting details. • Determine the difference between summarizing and paraphrasing.	• summarize • paraphrase • objectivity	• Summaries may vary in length and detail based on purpose and task. (IN) • Summaries should be objective and may require teacher guidance, such as sentence starters at the beginning level. (IN) • Summarizing and/or paraphrasing sources at the high school level is often done for a designated purpose such as for written or oral communication. (IN) • Learners may have difficulty identifying and prioritizing main ideas and key details leading to summaries that are too detailed or omit critical information. (ME) • Learners have difficulty distinguishing between essential and non-essential information. (ME) • Learners may have difficulty understanding and simplifying complex concepts in summaries. (ME) • Learners may struggle to summarize multiple sources without blending ideas or losing clarity of the information in each. (ME) • Learners may have difficulty not injecting personal opinions, interpretations or biases when summarizing information. (ME)

Courses	
English 11 English 12 Advanced English Business English College Learning Lab - English 12 Speech II	Journalism II Advanced Debate Applied Communications AP English Language and Composition AP Seminar AP Research

ELEVENTH AND TWELFTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		

11-12.R.3b. Summarize and paraphrase literary texts objectively, including relevant information.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.R.3b	11-12.R.2 11-12.R.4 11-12.R.5	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify characters, setting, and plot. • Summarize literary text by including major story elements. • Determine which information from the text is relevant or necessary to explain the overarching story. • Determine the difference between summarizing and paraphrasing.	• summarize • paraphrase • literary text • objectivity	• Summaries may vary in length and detail based on purpose and task. (IN) • Summaries should be objective and may require teacher guidance, such as sentence starters at the beginning level. (IN) • Summarizing and/or paraphrasing sources at the high school level is often done for a designated purpose such as for written or oral communication. (IN) • Learners may mistake a summary for an analysis. The summary serves to give context for analysis. (ME) • Learners may have difficulty identifying central themes, summarizing character development, and interpreting symbolism within the text. (ME) • Learners may have difficulty interpreting the text based on evidence from the text and separating their personal opinions, emotions, and biases from that interpretation. (ME) • Learners may struggle to maintain a balance between presenting key plot points and events with insightful analysis. (ME) • Learners may have difficulty considering the text's intended purpose or author's background and context to the meaning of the text instead of aligning meaning with their own beliefs and expectations. (ME) • Learners may have difficulty integrating textual evidence into summaries/paraphrases and explaining how the evidence supports their interpretation or summary. (ME)

Courses
English 11
English 12
Advanced English
College Learning Lab - English 12
Oral Interpretation
Drama (Literature)
Fiction
Mythology and Folklore
AP English Literature and Composition
Humanities (English)

ELEVENTH AND TWELFTH GRADE

Comprehension
Learners will read to understand various complex literary and informational texts.

11-12.R.4 Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other and support them with textual evidence.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.R.4	11-12.R.2 11-12.R.3a 11-12.R.3b 11-12.R.5 11-12.R.6 11-12.R.8 11-12.R.9	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify multiple main ideas, claims, or thematic ideas in a passage/text. • Cite specific examples of textual evidence relating to the main idea, claim, or theme.	• main idea • claim • theme • textual evidence	• Claims are argumentative and found in non-fiction texts. The main ideas are in informative texts. (IN) • Themes are often literary in nature. (IN) • Writing and supporting theme statements should be spiraled: taught and retaught multiple times a year. (IN) • Learners will often need to provide more than one quotation or reference to a work to provide sufficient textual evidence, as claims, ideas, and themes develop throughout the course of a work. (IN) • Learners may confuse thematic topics (love, anger, freedom, etc.) with thematic statements, which are complete sentences that show how the text reflects universal truths (e.g., power can lead individuals to corruption). (ME) • Learners may have difficulty identifying implicit or implied claims within text if they are used to focusing only on explicit statements. (ME) • Learners may struggle structuring their ideas and arguments effectively when synthesizing information from multiple parts of a text into a coherent analysis. (ME) • Learners may have difficulty understanding how different parts of the text relate and contribute to the development of themes or claims. Learners may miss interconnections or may not see patterns. (ME)

Courses
English 11
English 12
Advanced English
Business English
College Learning Lab - English 12
Advanced Debate
Applied Communications
Oral Interpretation
Drama (Literature)
Poetry
Fiction
Mythology and Folklore
AP English Language and Composition
AP English Literature and Composition
AP Seminar: English
Humanities (English)

ELEVENTH AND TWELFTH GRADE

Comprehension		
Learners will read to understand various complex literary and informational texts.		

11-12.R.5 Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
9-10.R.5	11-12.R.2	
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
- Determine the meaning of unknown and multi-meaning words and phrases within a text. - Use dictionaries, thesauruses, and electronic tools to determine word meanings. - Differentiate between words and phrases' figurative, connotative, and denotative meanings. - Identify academic vocabulary in the text read. - Determine ambiguous meanings of words and phrases.	- academic vocabulary - figurative meaning - ambiguous meaning - connotative meaning - denotative meaning	- Learners must be able to identify the meaning of words (figurative, ambiguous, academic) before determining the purpose of the words in context. (IN) - For definitions of figurative, ambiguous, and connotative language, please refer to the glossary at the end of the standards document. (IN) - Academic vocabulary may include discipline and trade-specific vocabulary. (IN) - This standard includes strategies associated with determining the meaning of complex and unknown words, such as using context cues, using prefixes and suffixes, etc. (IN) - Teachers should scaffold this skill. Learners will need to become more independent over time. They should continue working on the skills of determining which vocabulary is important to figure out the meaning of the text. (IN) - Learners struggling with this standard may need additional support with foundational skills (5.F.8, 5.F.10, 5.F.11). This may require collaboration with a specialist. (IN) - Learners may interpret figurative language literally, causing them to miss the intended meaning. (ME) - Learners may have difficulty using context to determine the most appropriate interpretation for ambiguous phrases. (ME) - Learners may not understand the nuances and subtle emotional or cultural associations of words when determining connotative meanings. (ME) - Learners may be influenced by their own biases and perspectives leading to misunderstanding of connotative meanings. (ME)

Courses
English 11
English 12
Advanced English
Business English
College Learning Lab - English 12
Speech II
Journalism II
Advanced Debate
Applied Communications
Oral Interpretation
Mass Media
Composition II
Creative Writing
Drama (Literature)
Poetry
Fiction
Mythology and Folklore
Formal Logic
Grammar
Semantics
AP Language and Composition
AP English Literature and Composition
AP Seminar
AP Research
History of the English Language
Humanities (English)

ELEVENTH AND TWELFTH GRADE

<table>
<tr>
<td colspan="3" style="background-color:#f5ddd0">Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</td>
</tr>
<tr>
<td colspan="3">11-12.R.6 Analyze and evaluate how the author's choice in structure, form, and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.</td>
</tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.R.6	11-12.R.2 11-12.R.4 11-12.R.8 11-12.R.9	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify paragraphs, chapters, stanzas, and sections found in informational texts. • Analyze the structure used to organize a text. • Analyze how the organization of a text contributes to idea development. • Analyze how the organization contributes to the purpose of the text.	• structure • form • format (stanza, scene, chapter, section) • purpose	• Structure is the arrangement of a text. The form is a genre or text type. The format involves how information is delivered. It includes text features (e.g., bolding, italics) and the type of media utilized (e.g., infographic, poster, social media post). (IN) • Evaluation includes determining the impact of the author's choices and the effectiveness of those choices in meeting the author's purpose. (IN) • Learners could look at foreshadowing, flashbacks, frame narratives, etc., to determine the purpose of these structure choices. (IN) • Learners may have difficulty moving beyond the surface level to identify and explain how the author's choices affect the text as a whole. (ME) • Learners may have limited exposure to a variety of texts and genres or have a limited understanding of how structures such as flashbacks or multiple perspectives function, which decreases their ability to recognize and understand different structural, form, and formatting choices and their effects on the purpose and audience. (ME) • Learners may not understand how tone, theme, and purpose are supported by specific choices. (ME) • When analyzing texts with multiple layers of meaning (e.g., literal, figurative, symbolic), learners may have difficulty identifying and interpreting them. (ME) • Learners may have difficulty creating strong, logical arguments

		for their analysis that are supported by evidence from the text. (ME)
Courses		
English 11 English 12 Advanced English College Learning Lab - English 12 Journalism II Advanced Debate Oral Interpretation Mass Media Creative Writing American Literature English Literature Modern Literature World Literature Biography Drama (Literature) Poetry Fiction Mythology and Folklore Formal Logic Semantics AP Language and Composition AP Literature and Composition AP Seminar AP Research Humanities (English)		

ELEVENTH AND TWELFTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

11-12.R.7 Analyze the cumulative impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language. (See Appendix A for suggested terminology.)

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.R.7 9-10.R.7	11-12.R.2 11-12.R.5	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify style, syntax, and word choice used in a text. • Identify figurative language and/or ambiguous language in context. • Determine the implied meaning of figurative and/or ambiguous language. • Determine the mood and tone in a literary work. • Identify literary devices. • Analyze the impact of figurative language and specific word choice on the meaning, mood, and tone of a text.	• cumulative • style • syntax • mood • tone • ambiguous language	• Any type of figurative language is applicable. The prerequisite skill list does not contain all types that should be taught. A list of suggested types of figurative language applicable to this standard may be found in Appendix A of the standards document. (IN) • Determining tone shifts is an essential piece of analysis. (IN) • Cumulative impact focuses on analyzing the text as a whole, not just examining individual elements or pieces of the text. (IN) • Learners may confuse mood and tone. Mood is the feeling or environment of the text, whereas tone is the author's attitude. (ME) • Learners may have difficulty recognizing patterns in the author's style or syntax that contribute to meaning or tone. (ME) • When analyzing figurative language, learners may have difficulty going beyond the literal meaning of words or phrases. (ME) • When interpreting ambiguous language, learners may have difficulty determining which interpretation is most supported by context. (ME) • Learners may have difficulties recognizing and articulating the subtleties and nuances of language choices conveying mood and tone. (ME)

Courses
English 11
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Advanced English
College Learning Lab - English 12
Journalism II
Advanced Debate
Oral Interpretation
Mass Media
Composition II
Creative Writing
American Literature
English Literature
Modern Literature
World Literature
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Drama (Literature)
Poetry
Fiction
Mythology and Folklore
Formal Logic
Semantics
AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research
History of the English Language
Humanities (English)

ELEVENTH AND TWELFTH GRADE

Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

11-12.R.8 Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.
   a. Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
   b. Analyze how the character or author's point of view is influenced by background, period, environment, and culture and how it affects the telling of a story.
   c. Analyze and evaluate how two or more texts within or across periods treat similar themes or topics.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.R.8	11-12.C.5 11-12.R.2 11-12.R.3b 11-12.R.4 11-12.R.5 11-12.R.6	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/Errors (ME)
• Identify complex characters (static, dynamic). • Identify themes. • Identify literary elements (symbolism, mood, setting). • Analyze how characters and plot develop over the course of a text and contribute to developing theme(s). • Identify the author's point of view and describe how it affects the meaning of the text. • Compare and contrast how multiple works/genres address the same topic. • Identify and cite specific textual evidence to support analysis.	• literary elements • textual evidence • theme • point of view • complex characters	• Comprehension will work together with this standard. Learners will need to comprehend the text before they analyze it. (IN) • An assessment challenge is presented when literary analysis essays are focused on the use of textual evidence and writing instead of analysis of themes, perspectives, and characters. (IN) • Learners may assume literary analysis involves summaries of large portions of text. Literary analysis involves an in-depth analysis of smaller portions or sections of a text. (ME) • Learners may have difficulty understanding multi-faceted characters with contradictory traits, evolve over time, or represent abstract concepts. (ME) • Learners may have difficulty identifying and understanding subtle themes interwoven with multiple elements that develop over the course of a text. (ME) • When analyzing the contributions of mood and setting to a text's meaning, learners may have difficulties recognizing nuanced details and understanding how they interact with other elements. (ME) • Learners may not understand the context in which the text was written which leads to difficulties

		analyzing the influences of background, environment, or culture on a characters or author's point of view. (ME) • Learners may have difficulty comparing and contrasting the subtle differences in presentation, style or thematic focus required to evaluate different interpretations of the same theme or work in different time periods or from different perspectives. (ME)

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College Learning Lab - English 12
Oral Interpretation
Composition II
American Literature
English Literature
Modern Literature
World Literature
Biography
Drama (Literature)
Poetry
Fiction
Mythology and Folklore
Humanities (English)

ELEVENTH AND TWELFTH GRADE

<table>
<tr><td colspan="3">Text Analysis
Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</td></tr>
<tr><td colspan="3">11-12.R.9 Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using strong and thorough textual evidence to support the analysis.
    a. Analyze an author's point of view or purpose and possible biases in a text; compare texts from differing perspectives; and analyze how the author's style, content, characterization, and presentation support the author's purposes.
    b. Analyze and evaluate various accounts of a subject in different media, including determining which details are emphasized or omitted in each account.
    c. Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, and/or logical fallacies support or undermine the author's purpose and affect the audience.</td></tr>
</table>

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
8.R.9 9-10.R.9	11-12.C.5 11-12.R.2 11-12.R.3a 11-12.R.4 11-12.R.6 11-12.IR.2 11-12.IR.4	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the author's point of view or purpose. • Identify how an author shows bias. • Determine the author's style and characterization of a particular topic. • Identify the author's presentation choices. • Compare and contrast different accounts of the same topic. • Identify argumentative reasoning and potential logical fallacies. • Identify rhetorical techniques.	• point of view • bias • perspective • rhetorical techniques • purpose • audience • logical reasoning • logical fallacy	• Comprehension works together with this standard. Learners need to comprehend the text before analyzing it. (IN) • Author presentation choices could involve images, graphs, etc. (IN) • Various accounts of media covering similar topics or themes may include articles, TedTalks, podcasts, charts, memoirs, graphs, cartoons, pictures, etc. (IN) • Learners should identify the rhetorical situation and message of a text before they can analyze or evaluate appeals, fallacies, and strategies in context. (IN) • Learners may fail to see bias if it agrees with their own biases. (ME) • Learners may struggle to analyze the author's reasoning and how it differs from the evidence an author uses to prove claims made. (ME) • Learners may have difficulties identifying subtle indications of the author's personal beliefs, or agendas which may not be stated explicitly. (ME) • Learners may have difficulty understanding or articulating how different authors approach the same topic differently. (ME)

		• Learners may be unfamiliar with the specific conventions and techniques used in different media making it more difficult to analyze various accounts of a subject. (ME) • Learners may not identify rhetorical techniques (ethos, pathos, logos) creating difficulties understanding their impact on an argument. (ME) • Learners may not identify logical fallacies or understand how they weaken an argument. (ME)

Courses

English 11 & English 12
Advanced English
Business English
College Learning Lab - English 12
Speech II
Journalism II
Advanced Debate
Applied Communications
Mass Media
Composition II
American Literature
English Literature
Modern Literature
World Literature
Formal Logic
Semantics
AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research
History of the English Language
Humanities (English)

ELEVENTH AND TWELFTH GRADE

WRITING (W)
Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

11-12.W.1 Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.W.1	11-12.C.1 11-12.W.2 11-12.W.3 11-12.W.4 11-12.W.5 11-12.W.6 11-12.W.7 11-12.L.1 11-12.IR.5	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Determine the purpose and task for writing. • Determine the intended audience for writing. • Determine the content, format, and style needed to accomplish the purpose of writing. • Use language most appropriate to the audience and purpose. • Identify and correct redundant or vague language.	• format • style • purpose	• This standard could involve both formal and informal writing assignments. (IN) • This standard is often paired with other standards for assessment and reflection. (IN) • Understanding the audience involves understanding and generalizing about a group of people based on demographics. (IN) • Offering opportunities to write for different authentic audiences is a beneficial practice for learners. (IN) • Learners may not establish a clear thesis or main idea at the beginning of their writing. (ME) • Learners may include insufficient evidence or information that does not support their thesis or main idea. (ME) • Learners may not organize their writing into clear, logical sections or may use inconsistent formatting throughout the text. (ME) • Learners may not match the tone or language to the intended audience or purpose. (ME)

Courses
English 11
English 12
Business English
Advanced English
College Learning Lab - English 12
Journalism II
Speech II
Advanced Debate
Applied Communications
Mass Media
Composition II
Creative Writing
American Literature
English Literature
Modern Literature
World Literature
Drama (Literature)
Poetry
Fiction
Mythology and Folklore
AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research
History of the English Language
Humanities (English)

ELEVENTH AND TWELFTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

11-12.W.2 Create a logical organizational structure with
   a. a relevant introduction
   b. transitional words or phrases to connect the major sections, paragraphs, and sentences, creating a unified whole
   c. an appropriate and thoughtful conclusion

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.W.2	11-12.C.1 11-12.C.6 11-12.W.1 11-12.W.3 11-12.W.4 11-12.W.5	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Determine an appropriate introduction for the prompt or to meet the purpose of writing. • Write complete sentences and paragraphs using correct capitalization and punctuation. • Provide examples of effective transitional words/phrases. • Determine where/when transitional words are needed in paragraphs or sentences. • Organize information into separate paragraphs relevant to the overall topic. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Determine an appropriate conclusion for a prompt or to meet the purpose of writing.	• organizational structure • introduction • transitional words or phrases • conclusion	• A relevant introduction may entail an attention-getter, background, context, key vocabulary, and a thesis. (IN) • Conclusions bring the work to a unified end through components such as reviewing the argument of the work, stating the reason the topic matters, making a thematic connection, and/or offering a call to action. (IN) • The standard may be used to assess the structure of any kind of writing, such as specific works, narrative, and argument. (IN) • Learners may not understand that moving topics in an essay often require more than a singular word or two and instead involve explaining the connection between ideas. (ME) • Often, when learners are asked to restate their thesis statement in the conclusion, they will copy the same thesis from their introduction. (ME) • Learners should avoid adding new claims or evidence in the conclusion. (ME) • Learners may not present a clear, concise thesis statement or have a weak hook that does not engage the reader in the introduction. (ME) • Learners may not provide sufficient context or background information needed to understand the topic in the introduction. (ME) • Learners may include multiple unrelated ideas in a single paragraph. (ME)

Courses
English 11
English 12
Business English
Advanced English
College Learning Lab - English 12
Speech II
Journalism II
Advanced Debate
Applied Communications
Mass Media
Composition II
Creative Writing
American Literature
English Literature
Modern Literature
World Literature
Fiction
Mythology and Folklore
Grammar
AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research
Humanities (English)

ELEVENTH AND TWELFTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

11-12.W.3 Write to inform an audience and explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.W.3	11-12.R.3a 11-12.W.1 11-12.W.2 11-12.W.6 11-12.W.7 11-12.L.1 11-12.IR.2 11-12.IR.3 11-12.IR.4 11-12.IR.5	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Identify the audience and purpose for writing. • Identify the topic of interest for the focus of the research and writing. • Identify relevant and reliable sources. • Identify qualities of an effective thesis. • Create a clear thesis. • Support claims/topic sentences with relevant and reliable evidence. • Write complete sentences and paragraphs using correct capitalization and punctuation. • Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion. • Recognize subjective language and revise it to be objective. • Identify mediums that support the intended purpose. • Identify and select discipline-specific structures supporting the intended purpose.	• thesis • supporting claim • supporting detail • evidence • relevant source • reliable source • medium	• Informative writing is often used alongside persuasive and narrative writing to provide context and background. (IN) • Discipline-specific structures include the academic essay but may also include the expectations of blog posts, infographics, resumes, instruction manuals, recipes, etc. (IN) • Learners may need guidance explaining how to find relevant and reliable sources. (IN) • Learners may not understand that informative writing should avoid making arguments or stating opinions. (ME) • Learners may use overly complex language, jargon, or technical terms without explaining them adequately. (ME) • Learners may not provide enough examples, analogies, or illustrations to clarify complex information. (ME) • When explaining processes, learners may not break processes or sequences into clear, step-by-step explanations. (ME) • Learners may not incorporate visual aids (e.g., charts, graphs, images) to support the text. (ME) • Learners may not integrate evidence and sources that support the information, which leads to a lack of credibility and insufficient support of points made. (ME) • Learners may have difficulty understanding the specific

		conventions and expectations for organizing and presenting information in different disciplines. (ME) • Learners may have difficulty expressing ideas clearly and precisely while maintaining the appropriate academic tone and style of the specific discipline. (ME)

Courses

English 11
English 12
Advanced English
Business English
College Learning Lab - English 12
Speech II
Journalism II
Advanced Debate
Applied Communications
Mass Media
Composition II
AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research

ELEVENTH AND TWELFTH GRADE

<table>
<tr><td colspan="3" style="background-color:#d9ead3">Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</td></tr>
<tr><td colspan="3">11-12.W.4 Write to persuade an audience by
a. establishing relevant context
b. stating a clear position/thesis
c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims
d. using logical reasoning to avoid fallacies
e. integrating rhetorical techniques and appeals</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>9-10.W.4</td><td>11-12.R.3a
11-12.W.1
11-12.W.2
11-12.W.6
11-12.W.7
11-12.L.1
11-12.IR.2
11-12.IR.3
11-12.IR.4
11-12.IR.5</td><td></td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

Write complete sentences and paragraphs using correct capitalization and punctuation.
Write multiple organized paragraphs that include topic sentences, multiple supporting sentences, and a concluding sentence.
Write incorporating an introduction, transitions, body paragraphs, and a conclusion.
Identify the context of the argument.
Describe the qualities of an effective thesis.
Identify and create a clear thesis or position.
Provide a rationale for the thesis.
Differentiate between claims and counterclaims.
Identify and incorporate valid and reliable evidence from a variety of sources to support claims and refute counterclaims.
Use logical reasoning to support claims and avoid fallacies.
Identify rhetorical techniques and appeals.

</td><td>

persuade
context
thesis
refute
claim
counterclaim
fallacy
rhetorical technique
appeal

</td><td>

In student writing, the specific terms to refer to fallacies (Red Herring, Ad hominem, etc.) are less important than understanding a flaw in logical reasoning. (IN)
Learners get confused about argumentative and persuasive writing. Argumentative writing primarily focuses on defending a position or opinion, whereas persuasive writing involves a call to action or invokes some kind of change. (IN)
Learners tend to struggle with refuting counterclaims. Counterclaims are claims that work against one's thesis statement. Refuting them requires tactics such as providing specific evidence, pointing out flaws in the opposing argument, conceding limitations in one's own argument, etc. (IN)
Learners will likely still be learning how to integrate elements of style, such as techniques and appeals, at the end of high school. They may be able to implement these skills but likely have not met mastery. Expert mentor texts are a helpful guide for students in integrating style elements in rhetoric. (IN)

</td></tr>
</table>

		- Often, learners will want to provide extraneous and/or unsubstantiated claims at the end of paragraphs. (ME) - Learners may not provide enough context or background information to frame the issue for the reader. (ME) - Learners may write a thesis statement that is vague, overly broad, or unclearly articulated. (ME) - Learners may stray from the thesis statement, may not provide sufficient evidence to support it, or may use inaccurate, outdated, or biased evidence. (ME) - Learners may not acknowledge or address counterclaims or opposing viewpoints or may provide superficial or ineffective rebuttals to counterclaims. (ME) - Learners may weaken the credibility and persuasiveness of their arguments by using fallacious reasoning. (ME) - Learners may not establish logical connections between evidence and conclusions. (ME) - Learners may have difficulty recognizing or identifying rhetorical techniques (e.g., ethos, pathos, logos, rhetorical questions, parallelism) and knowing when and how to apply them within the context of the argument. (ME) - Learners may have difficulty balancing the use of egos, logos, and pathos effectively without relying heavily on one appeal more than the others, which leads to an unbalanced argument. (ME)

Courses

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AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research

ELEVENTH AND TWELFTH GRADE

Text Types and Structure
Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

11-12.W.5 Write to convey real experiences, imaginary events, and poetic expressions by using creative writing techniques, such as narrative, dialogue, sensory details, figurative language, and symbolism, to engage an audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.W.5	11-12.R.5 11-12.W.1 11-12.W.2 11-12.W.6 11-12.W.7 11-12.L.1	
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Write complete sentences and paragraphs using correct capitalization and punctuation. • Write incorporating an introduction, transitions, body paragraphs, and a conclusion. • Use narrative techniques (dialogue, description) to describe real or imagined event sequences. • Determine how narratives, dialogues, sensory details, figurative language, and/or symbolism may be used in writing to engage the audience and support the purpose of writing.	• narrative • dialogue • sensory details • figurative language • symbolism	• The use of mentor texts may improve the quality of narrative writing. (IN) • This standard is open to many genres of writing (e.g., poetry, narrative writing, short story writing, journaling, etc.). (IN) • Learners may not sufficiently develop the plot leading to a lack of depth or complexity. (ME) • Learners may write dialogue that doesn't sound authentic or realistic, detracting from the believability of the characters. (ME) • Learners may use sensory details inconsistently or excessively overwhelming readers or failing to create a vivid picture. (ME) • Learners may not recognize the need for figurative language or may use metaphors or similes that are clichéd, inappropriate, or unclear. (ME) • Learners may use symbolism that is too obvious or heavy-handed, reducing the impact of the narrative on the audience. (ME)

Courses
English 11 English 12 Advanced English College Learning Lab - English 12 Journalism II Creative Writing Poetry

ELEVENTH AND TWELFTH GRADE

Writing Process and Craft
Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

11-12.W.6 Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.W.6	11-12.W.1 11-12.W.2 11-12.W.3 11-12.W.4 11-12.W.5 11-12.W.7 11-12.L.1	
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Identify the purpose and audience for writing. • Develop and strengthen writing utilizing the five steps of the writing process.	• writing process • purpose • audience	• Standard 5.W.6 provides the steps of the writing process. (IN) • Teachers should scaffold this process by providing graphic organizers, topic choices, or guidance on topic creation, offering revision ideas, etc. (IN) • Writing is never finished, only submitted. Learners need to remember writing can always be improved and revised. (ME)

Courses
English 11 English 12 Advanced English Business English College Learning Lab - English 12 Speech II Journalism II Advanced Debate Applied Communications Mass Media Composition II Creative Writing Drama (Literature) Poetry AP English Language and Composition AP English Literature and Composition AP Seminar AP Research

ELEVENTH AND TWELFTH GRADE

Writing Process and Craft *Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.*		
11-12.W.7 Integrate vocabulary and figurative language to create a particular style and/or voice that supports the purpose of writing.		
Preceding Standard(s)	**Related Standard(s)**	**Successive Standard(s)**
9-10.W.7	11-12.W.1 11-12.W.3 11-12.W.4 11-12.W.5 11-12.W.6 11-12.L.1	
Prerequisite Skills	**Key Vocabulary**	**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**
• Use figurative language that integrates emotion and mood, matching the writing purpose. • Use descriptive language and vocabulary that matches the writing purpose.	• figurative language • style • voice	• Learners should go beyond identifying or applying figurative language and vocabulary in their writing and focus on the purpose and effect of these choices. Mentor texts are often useful in guiding this process. (IN) • The style of writing is often determined by the task and purpose of a piece of writing. (IN) • Learners are establishing and developing their voice in writing. They begin with the basics, such as basic comparisons, and develop a more sophisticated voice utilizing more complex vocabulary and figurative language with practice. This is often practiced through revision and editing. (IN) • Learners may not understand a more elevated vocabulary word does not necessarily improve writing if it does not fit the context of the work. (ME) • Learners may use figurative language excessively, overshadowing the clarity of the message. (ME) • Learners may use vocabulary or figurative language that does not fit the context or tone of the writing, creating inconsistency and making the intended message or atmosphere unclear. (ME) • Learners may use mixed metaphors or conflicting imagery, undermining the coherence of the writing. (ME)

Courses
English 11
English 12
Advanced English
Business English
College Learning Lab - English 12
Speech II
Journalism II
Advanced Debate
Applied Communications
Composition II
Creative Writing
Drama (Literature)
Poetry
Grammar
Semantics
AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research

ELEVENTH AND TWELFTH GRADE

Language Usage (L)
Learners will integrate appropriate language and style to ensure effective readability in writing.

11-12.L.1 Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
  a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
  b. Recognize and choose between active and passive voice based on context.
  c. Use dashes, brackets, ellipses, and other punctuation for advanced types and purposes of writing.
  d. Follow standard grammar conventions mastered in previous grades.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.L.1	11-12.W.1	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
Language Knowledge: • Use varying syntax. • Use end punctuation, commas, quotation marks, colons, semicolons, and parenthesis appropriately. • Follow standard grammar conventions mastered in previous grades. • Follow the parallel structure.	• syntax • phrases • clauses • active voice • passive voice • dashes • brackets • ellipsis	• Grammar should be taught alongside writing rather than in isolation. (IN) • Brackets and ellipses are generally taught alongside quoting an individual or work. (IN) • Learners may use the same sentence structure repeatedly when writing. (ME) • Learners may have difficulty determining when to use active voice versus passive voice or may not understand the difference between active and passive voice sentence construction. (ME) • Learners may not understand the specific functions of dashes, brackets, and ellipses, impacting communication of intended meaning or causing unintended changes in sentence structure. (ME)

Courses

English 11	Biography
English 12	Poetry
Advanced English	Formal Logic
Business English	Grammar
College Learning Lab - English 12	Semantics
Speech II	AP English Language and Composition
Journalism II	AP English Literature and Composition
Advanced Debate	AP Seminar
Applied Communications	AP Research
Composition II	History of the English Language
Creative Writing	

ELEVENTH AND TWELFTH GRADE

<table>
<tr><td colspan="3" style="background-color:#F5C842">INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">11-12.IR.1 Develop complex, pertinent research questions and narrow or broaden the inquiry.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>9-10.IR.1</td><td>Library Media: 11-12.I.1, 11-12.I.2

11-12.IR.2
11-12.IR.3</td><td></td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/Errors (ME)</td></tr>
<tr><td>

Select a topic of interest and develop a focus question for research.
Develop pertinent research questions.
Determine when research question(s) are too vague.
Recognize when additional information is needed on a research topic or question.
Determine how to revise questions to broaden or narrow the research inquiry.
Refine keywords used in research questions based on new, conflicting, or missing information.

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complex
pertinent
inquiry

</td><td>

Scaffolding will be needed to ensure learners are writing clear and concise questions that encourage critical thinking and research. (IN)
Learners need to remember research questions are complex questions that cannot be answered with a single answer or solution. (IN)
Learners may write research questions that are too broad or narrow, either leading to a superficial exploration of the topic or limiting the information available to draw meaningful conclusions. (ME)
Learners may create questions that are irrelevant to the topic or based on unsubstantiated assumptions. (ME)
Learners may skew research findings by creating questions reflecting personal biases or preconceived notions. (ME)

</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">
English 11
English 12
Advanced English
Business English
College Learning Lab - English 12
Speech II
Journalism II
Advanced Debate
Applied Communications
Oral Interpretation
Composition II
Biography
AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research
</td></tr>
</table>

ELEVENTH AND TWELFTH GRADE

INQUIRY AND RESEARCH (IR)
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

11-12.IR.2 Gather and interpret relevant information from both primary and secondary sources for a variety of purposes.

Preceding Standard(s)	Related Standard(s)	Successive Standard(s)
9-10.IR.2	**Library Media**: 11-12.A.1, 11-12.A.2 11-12.C.5 11-12.R.2 11-12.R.3a 11-12.W.3 11-12.W.4 11-12.IR.1 11-12.IR.3 11-12.IR.4 11-12.IR.5	

Prerequisite Skills	Key Vocabulary	Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)
• Differentiate between primary and secondary sources. • Determine the purpose of the research. • Use advanced search strategies to locate relevant informational sources (both primary and secondary) and information. • Determine if resources are reliable and credible (multiple perspectives, biases, relevancy, authority, accuracy, currency, purpose).	• relevant • primary source • secondary source • purpose	• This standard focuses on the ability to find and understand sources in the context of responding to one's purposes and tasks. For example, learners have the ability to find a database and peer-reviewed sources and interpret the studies with accuracy to the author's intent. (IN) • Possible purposes for research could include building background knowledge, creating a brief research project or presentation, writing a research paper, debating, or preparing for a Socratic discussion. (IN) • Learners may not evaluate the relevance or credibility of sources leading to the use of unreliable or biased information. (ME) • Learners may have difficulty distinguishing between primary and secondary sources and understanding when and how each should be used. (ME) • Learners may misinterpret information or may have difficulty analyzing or synthesizing different perspectives leading to incorrect conclusions. (ME) • Learners may have difficulty integrating sources seamlessly by quoting, paraphrasing, or summarizing information effectively. (ME)

Courses
English 11
English 12
Advanced English
Business English
College Learning Lab - English 12
Speech II
Journalism II
Advanced Debate
Oral Interpretation
Applied Communications
Composition II
Biography
Formal Logic
Semantics
AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research
History of the English Language

ELEVENTH AND TWELFTH GRADE

<table>
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<i>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</i></td></tr>
<tr><td colspan="3">11-12.IR.3 Organize relevant information from a variety of sources.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>9-10.IR.3</td><td>11-12.R.2
11-12.W.3
11-12.W.4
11-12.IR.1
11-12.IR.2
11-12.IR.4
11-12.IR.5</td><td></td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>Use organizational tools and notetaking strategies to track relevant information.
Summarize information from sources.
Record main concepts from sources using multiple notetaking strategies.
Determine how to organize relevant information from a variety of sources.</td><td>relevant
organizational tools
notetaking strategies</td><td>Learners should gain independence with time in organizing their sources in response to their task or purpose. In the beginning, learners may need organizers (T-Charts, Cornell notes, mind maps, Venn diagrams) or notecards to keep track of source information. (IN)
Learners may struggle with tracking information due to ineffective or inconsistent notetaking. (ME)
Learners may have difficulty synthesizing and summarizing relevant information from multiple sources that pertain to the topic. (ME)</td></tr>
<tr><td colspan="3">Courses</td></tr>
<tr><td colspan="3">English 11
English 12
Advanced English
Business English
College Learning Lab - English 12
Speech II
Journalism II
Advanced Debate
Applied Communications
AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research</td></tr>
</table>

ELEVENTH AND TWELFTH GRADE

<table>
<tr><td colspan="3" align="center">**INQUIRY AND RESEARCH (IR)**
Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">**11-12.IR.4** Evaluate the credibility of a source based on bias, argumentative reasoning, perspective, and purpose.</td></tr>
<tr><td>**Preceding Standard(s)**</td><td>**Related Standard(s)**</td><td>**Successive Standard(s)**</td></tr>
<tr><td>9-10.IR.4</td><td>**Library Media**: 11-12.E.1
11-12.E.2

11-12.R.2
11-12.R.9</td><td></td></tr>
<tr><td>**Prerequisite Skills**</td><td>**Key Vocabulary**</td><td>**Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)**</td></tr>
<tr><td>

Distinguish between facts and opinions.
Identify biases (author and own).
Determine the author's purpose and perspective.
Recognize the factors of credibility (e.g., author level of expertise, author point of view, source publication date).
Analyze the credibility of a source based on bias, perspective, and purpose.
Identify argumentative reasoning.

</td><td>

credibility
bias
argumentative reasoning
perspective
purpose

</td><td>

Learners need to comprehend before they can evaluate sources. (IN)
Argumentative reasoning involves the author's use of clear evidence and logic to support their arguments or claims. (IN)
Learners may have difficulty recognizing when a source exhibits bias (e.g., political, ideological, cultural, commercial) and may not understand how bias can be implicit or influence information without being stated outright. (ME)
Learners may not consider how different perspectives (e.g., cultural, historical, disciplinary) impact information and viewpoints. (ME)
Learners may have difficulty differentiating between subjective opinions and objective information within sources. (ME)
Learners may have difficulty assessing the purpose of the source (e.g., educational, promotional, advocacy) and how it affects the reliability and credibility of the research. (ME)
Learners may have difficulty recognizing logical fallacies and understanding how they weaken the credibility of an argument. (ME)
Learners may not assess the validity and reliability of evidence used to support claims leading to acceptance of unsupported or biased evidence. (ME)
Learners may not analyze the influence of the author's perspective or biases on the argumentative reasoning used in the source. (ME)

</td></tr>
</table>

		• Learners may ignore alternative viewpoints or counterclaims challenging claims expressed in the source. (ME)

Courses

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ELEVENTH AND TWELFTH GRADE

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Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</td></tr>
<tr><td colspan="3">11-12.IR.5 Integrate information from sources using a standardized format.
    a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
    b. Generate a citation/bibliography page using a discipline-specific format.</td></tr>
<tr><td>Preceding Standard(s)</td><td>Related Standard(s)</td><td>Successive Standard(s)</td></tr>
<tr><td>9-10.IR.5</td><td>Library Media: 11-12.IP.1a, 11-12.IP.1b, 11-12.IP.2, 11-12, IP.3

11-12.W.1
11-12.W.3
11-12.W.4
11-12.IR.2
11-12.IR.3</td><td></td></tr>
<tr><td>Prerequisite Skills</td><td>Key Vocabulary</td><td>Instructional Notes (IN) and Common Learner Misconceptions/ Errors (ME)</td></tr>
<tr><td>

Identify the necessary components of a citation.
Differentiate between quotations, paraphrasing, and summarizing.
Identify the order of information on a citation/ bibliography page.
Cite and reference sources with a bibliography page in an approved citation format.
Reference sources when quoting, paraphrasing, and/or summarizing information.
Use in-text citations correctly.
Understand plagiarism, the consequences of plagiarizing, and strategies to avoid plagiarism.

</td><td>

citation
plagiarism
academic integrity
bibliography
quotation
paraphrase
summary

</td><td>

Academic integrity includes fair acknowledgment and the use of Artificial Intelligence (AI) technologies for writing. (IN)
MLA and APA citations are the most commonly used in high school; however, schools may choose other discipline-specific formats dependent on purpose. (IN)
Learners may want to use large portions of source material; however, the learner's claims or main ideas should make up the majority of their writing. (ME)
Learners may use a citation generator without reviewing the source; however, these generators often leave errors in correct formatting. (ME)
Learners may have difficulty integrating quotations, paraphrases and summaries into their writing smoothly. (ME)
Learners may rely too heavily on quoted information, losing their own argumentative focus. (ME)
Learners may have difficulty properly attributing quotations, paraphrases, and summaries to their original sources. (ME)
Learners may make errors formatting citations for different source types. (ME)

</td></tr>
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