



## Priority Learning Standard(s): ELA Progressions

### ***How to Use this Information***

This document outlines the Next Generation Learning Standards (NGLS) in English Language Arts (ELA) that have been identified as priority learning standard(s). This identification involved the examination of the NGLS in ELA by the NYC DOE in collaboration with the UFT and CSA, and was informed by the work outlined in [2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#) developed by Student Achievement Partners. In this document, we outline areas that have been identified as most important and should help teachers know where to invest their time and efforts as they plan for instruction that addresses unfinished learning within the context of rich, culturally responsive grade-level work. Strong core instruction that is culturally responsive and paired with formative assessment will be the key to teachers pinpointing unfinished learning and responding to student needs in real-time through strategic instruction that offers “*just in time*” supports, in the context of grade level standards. To support this type of formative assessment, you will notice this document illustrates the expectations outlined in the priority learning standard(s) along a progression. Intentional choices were made about where to reflect the language of the standards themselves and where to break down the language of the standards to highlight the discrete skills that students should know and be able to do at each grade level. For more information about addressing unfinished learning in the context of grade level priority learning standard(s), refer to this [overview](#).

## Priority Learning for ELA: Kindergarten to Grade 2

### ***Special Note for This Grade Band***

Teaching foundational reading skills is paramount in grades kindergarten through two. These skills represent the building blocks of all literacy instruction that is to come in later grades. Because of this, particular foundational literacy standards should not be singled out or identified. All foundational literacy skills and standards are of equal importance in this grade band. When designing high-quality literacy instruction for early childhood, teachers must attend to all components of foundational literacy such as print concepts, phonological awareness (including phonemic awareness), phonics and word recognition, and fluency.

Research has shown that instruction in foundational literacy skills:

- Is best delivered directly and explicitly using a multi-sensory curriculum that has a defined and systematic scope and sequence that follows a carefully designed sequence;
- Is offered ideally 45 – 60 minutes a day, with activities related to print concepts, phonological awareness (including phonemic awareness), phonics and word recognition, and fluency embedded into other subjects throughout the day where possible;
- Includes explicit modeling with opportunities for guided and independent targeted practice;
- Provides students with the opportunity to read and re-read of decodable texts related to previously taught skills;
- Includes modeling of fluent reading through read a-louds and reading with students (e.g., choral reading) as well as listening to children read;

Please see the NYCDOE’s [Pre-K-2 Framework for Early Literacy](#) for additional information related to foundational literacy instruction as part of a comprehensive literacy approach in this grade band.

While development of foundational literacy skills is crucial for this age group, reading comprehension, vocabulary development, writing, speaking, listening and language are of equal importance and are part of a comprehensive early literacy approach. As students develop foundational literacy skills, they also need to grow as readers and writers by developing reading comprehension, building language and vocabulary by speaking and listening, and growing as writers.

Priority Learning	Core Skills, Knowledge and Understandings <i>Students will...</i>		
	K	1	2
<b>RF1</b> Print Concepts	<p><i>Demonstrate understanding of the organization and basic features of print</i></p> <ul style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>Understand that words are separated by spaces in print</li> <li>Recognize and name all upper- and lowercase letters of the alphabet</li> <li>Identify the front cover, back cover, and title page of a book</li> </ul>	<p><i>Demonstrate understanding of the organization and basic features of print</i></p> <ul style="list-style-type: none"> <li>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</li> </ul>	<p><i>Print Concept Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information.</i></p>
<b>RF2</b> Phonological Awareness	<p><i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</i></p> <ul style="list-style-type: none"> <li>Recognize and produce spoken rhyming words</li> <li>Blend and segment syllables in spoken words</li> <li>Blend and segment onsets and rimes of spoken words</li> <li>Blend and segment individual sounds (phonemes) in spoken one-syllable words</li> <li>Create new words by manipulating the phonemes orally in one-syllable words</li> </ul>	<p><i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</i></p> <ul style="list-style-type: none"> <li>Count, blend and segment single syllable words that include consonant blends</li> <li>Create new words by manipulating individual sounds (phonemes) in spoken one syllable words</li> <li>Manipulate individual sounds (phonemes) in single-syllable spoken words</li> </ul>	<p><i>Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information.</i></p>

<p><b>RF3</b> Phonics and Word Recognition</p>	<p><i>Know and apply phonics and word analysis skills in decoding words</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate one-to-one letter sound correspondence by producing the primary sound or most frequent sound for each consonant</i></li> <li>• <i>Decode short vowel sounds with common spellings</i></li> <li>• <i>Decode some regularly spelled one syllable words</i></li> <li>• <i>Read common high-frequency words by sight</i></li> </ul>	<p><i>Know and apply phonics and word analysis skills in decoding words</i></p> <ul style="list-style-type: none"> <li>• <i>Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th)</i></li> <li>• <i>Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams)</i></li> <li>• <i>Decode regularly spelled one-syllable words</i></li> <li>• <i>Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound</i></li> <li>• <i>Decode two-syllable words following basic patterns by breaking the words into syllables</i></li> <li>• <i>Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)</i></li> <li>• <i>Read most common high-frequency words by sight</i></li> </ul>	<p><i>Know and apply phonics and word analysis skills in decoding words</i></p> <ul style="list-style-type: none"> <li>• <i>Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams)</i></li> <li>• <i>Decode short and long vowel sounds in two-syllable words</i></li> <li>• <i>Decode regularly spelled two-syllable words</i></li> <li>• <i>Recognize and identify root words and common suffixes and prefixes</i></li> <li>• <i>Read all common high-frequency words by sight</i></li> </ul>
<p><b>RF4</b> Fluency</p>	<p><i>Will engage with emergent reader texts and read-alouds to demonstrate comprehension</i></p> <ul style="list-style-type: none"> <li>• <i>Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension</i></li> </ul>	<p><i>Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension</i></p> <ul style="list-style-type: none"> <li>• <i>Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings</i></li> <li>• <i>Use context to confirm or self correct word recognition and understanding, rereading as necessary</i></li> </ul>	<p><i>Read grade-level text with sufficient accuracy and fluency to support comprehension</i></p> <ul style="list-style-type: none"> <li>• <i>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</i></li> <li>• <i>Use context to confirm or self correct word recognition and understanding, rereading as necessary</i></li> </ul>
<p><b>R1</b> Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<ul style="list-style-type: none"> <li>• <i>Notice what a text says using words and pictures</i></li> <li>• <i>Ask and answer questions using observations from the text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Notice what a text says using words and pictures</i></li> <li>• <i>Ask and answer questions about important ideas and details in the text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describe with details what a text says along with what it doesn't (implies)</i></li> <li>• <i>Begin to extend implications with evidence from the text (inferring)</i></li> <li>• <i>Ask and answer questions using details and inferences made from the text</i></li> </ul>

<p><b>R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<ul style="list-style-type: none"> <li>Retell what a text is about using different strategies (Example: beginning, middle, and end)</li> </ul>	<ul style="list-style-type: none"> <li>Retell what a text is about using different strategies (Example: beginning, middle, and end)</li> <li>State what the text is mostly about (central idea/theme or main topic)</li> <li>Identify important details to include in the retelling</li> </ul>	<ul style="list-style-type: none"> <li>Begin to summarize what a text is about using strategies to focus retellings (e.g. using story elements)</li> <li>State what the text is mostly about (central idea/theme or main topic)</li> <li>Identify important details to include in the summary</li> </ul>
<p><b>R4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<ul style="list-style-type: none"> <li>Identify language that expresses feelings and evokes senses used in texts read</li> </ul>	<ul style="list-style-type: none"> <li>Identify language that expresses feelings and evokes senses used in texts read</li> <li>Begin to discuss why authors choose to use some words instead of others</li> </ul>	<ul style="list-style-type: none"> <li>Explain the language that expresses feelings and evokes senses used in texts read</li> <li>Continue to discuss why authors choose to use some words instead of others</li> </ul>
<p><b>R7 &amp; R8</b> Integrate and evaluate content presented in texts, diverse media and formats including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> <li>Identify how the illustrations/visuals work together with the language used in a text</li> <li>Identify specific words, pictures or information from the text that support ideas in the text</li> </ul>	<ul style="list-style-type: none"> <li>Identify how the illustrations/ visuals work together with the language used in a text to tell a story/provide information</li> <li>Identify specific words, pictures or information from the text that support ideas in the text</li> <li>Discuss why the author/illustrator give the reader this information.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how information gleaned from illustrations, visuals or text features work together with language to enhance understanding of the text</li> <li>Identify specific points from the text using a combination of words, pictures and information</li> <li>Explain how the author/illustrator support points with relevant details, information and/or reasons.</li> </ul>

Priority Learning	Core Skills, Knowledge and Understandings Students will...		
	K	1	2
<p><b>SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>	<ul style="list-style-type: none"> <li>Engage in different kinds of conversations with different individuals/groups including during play</li> <li>Follow rules for listening to others, taking turns, and staying on topic</li> <li>Listen and respond to others, including by posing questions</li> <li>Use persuasive language respectfully</li> <li>Use knowledge built from engaging with texts in various ways (read alouds, reading multiple texts)</li> </ul>	<ul style="list-style-type: none"> <li>Participate in different kinds of conversations with different individuals/ groups including during play</li> <li>Follow rules for listening to others, taking turns, staying on topic, building on what others say, and asking questions</li> <li>Listen and respond to others with comments or questions in order to build on their ideas in discussions</li> </ul>	<ul style="list-style-type: none"> <li>Participate in different kinds of conversations with different individuals/ groups</li> <li>Follow rules for listening to others, taking turns, staying on topic, building on what others say, connecting the comments of others, and asking questions to clarify and explain what is being discussed</li> </ul>

	<i>with diverse perspectives, etc.) in conversations and collaborations</i>	<ul style="list-style-type: none"> <li>• <i>Pose questions to clear up confusion and be ready to respond to questions and comments on the topic of discussion</i></li> <li>• <i>Use knowledge built from reading multiple texts with diverse perspectives in conversations and collaborations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listen and respond to others by building on ideas and connecting comments of multiple people together</i></li> <li>• <i>Pose questions to clarify or ask for more explanation and be prepared to respond to questions and comments with relevant evidence, observations and ideas</i></li> <li>• <i>Use knowledge built from reading multiple texts with diverse perspectives in conversations and collaborations</i></li> </ul>
<b>SL 2 &amp; 3</b> Integrate and evaluate information presented in diverse media and formats (including visual, quantitative and oral) including a speaker's point of view, reasoning, and use of evidence and rhetoric.	<ul style="list-style-type: none"> <li>• <i>Engage in conversations about diverse texts read, both informational and literary</i></li> <li>• <i>Begin to talk and ask questions about the features of the text and important details</i></li> <li>• <i>Ask and answer questions to help with understanding of what the speaker has to say</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage in conversations about diverse texts read, both informational and literary</i></li> <li>• <i>Ask and answer questions about the features of the text and important details</i></li> <li>• <i>Ask and answer questions to help with understanding of what the speaker has to say and why they are saying that (point of view)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage in discussions about diverse texts read, both informational and literary that describe important ideas and details</i></li> <li>• <i>Ask and answer questions to help with understanding of what the speaker has to say and why they are saying that (point of view)</i></li> <li>• <i>State agreement or disagreement with the speaker; Give a reason(s) to back up thinking</i></li> </ul>

Priority Learning	Core Skills, Knowledge and Understandings <i>Students will...</i>		
	<b>K</b>	<b>1</b>	<b>2</b>
<b>W1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. This may include personal, cultural, textual, and thematic connections.	<ul style="list-style-type: none"> <li>• <i>Begin to understand the difference between fact and opinion</i></li> <li>• <i>Form opinions about familiar topics or personal experiences with a reason</i></li> <li>• <i>State an opinion related to a familiar topic or personal experience with a reason as support using a combination of drawing, writing, dictating, oral expression and/or emergent writing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand the difference between fact and opinion</i></li> <li>• <i>Form opinions about familiar topics or personal experiences with reasons</i></li> <li>• <i>Put the skills above together to write an opinion related to a topic or personal experience with two or more reasons as support</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form opinions based evidence</i></li> <li>• <i>Begin to understand how an opinion is different from an argument</i></li> <li>• <i>Begin to learn how to write arguments with claims and supporting reasons</i></li> <li>• <i>Put the skills above together to write an opinion related to a topic or personal experience with clear reasons and relevant evidence</i></li> </ul>

<p><b>W2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization. This may include personal, cultural, textual, and thematic connections.</p>	<ul style="list-style-type: none"> <li>• <i>Understand that some texts supply information about a topic</i></li> <li>• <i>Name a familiar topic and give information about that topic using a combination of drawing, dictating, oral expression and/or emergent writing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Over time, gather facts from multiple informational texts about the same topic</i></li> <li>• <i>Articulate topics and facts that relate to that topic</i></li> <li>• <i>Choose facts related to a topic that develop a point</i></li> <li>• <i>Put the skills above together to write an informational/ expository text that names a topic, provides facts on that topic related to a point, and has an appropriate closing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Over time, gather facts and other information from multiple informational texts about the same topic</i></li> <li>• <i>Based on texts read, choose topics to write about</i></li> <li>• <i>Articulate topics and facts/information that relate to that topic to develop points</i></li> <li>• <i>Use language that is specific to that topic</i></li> <li>• <i>Put the skills above together to write an informational/ expository text that names a topic and provides facts and other information that develop points on that topic</i></li> <li>• <i>Include a closing sentence or section as a part of their writing piece</i></li> </ul>
<p><b>W3</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Narratives may include personal, cultural, textual, and thematic connections.</p>	<ul style="list-style-type: none"> <li>• <i>Understand that some texts tell a story</i></li> <li>• <i>Engage with multiple narrative literary texts</i></li> <li>• <i>Understand what sequence means and tell events in a sequence</i></li> <li>• <i>Use familiar experiences to tell an event or events in a sequence</i></li> <li>• <i>Tell an event(s) that is real or imagined story in sequence using a combination of drawing, dictating, oral expression and/or emergent writing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage with multiple narrative literary texts</i></li> <li>• <i>Tell events in a sequence</i></li> <li>• <i>Use familiar experiences or texts as mentors to create narratives that are real or imagined</i></li> <li>• <i>Put the skills above together to write narratives that tell a real or imagined experiences or stories using events in sequence</i></li> <li>• <i>Expand narratives over time to include short sequences</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage with multiple narrative literary texts</i></li> <li>• <i>Tell events in a sequence by describing actions, thoughts and feelings</i></li> <li>• <i>Use familiar experiences or texts as mentors to create narratives that are real or imagined</i></li> <li>• <i>Expand narratives over time to include multiple events using temporal words to indicate sequence</i></li> <li>• <i>End narratives in a way that provides a sense of closure</i></li> <li>• <i>Put the skills above together to write narratives that tell a real or imagined experience or story using events in sequence</i></li> </ul>
<p><b>W7</b> Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.</p>	<ul style="list-style-type: none"> <li>• <i>Recall relevant information from experiences</i></li> <li>• <i>Gather information from multiple sources to answer a question</i></li> <li>• <i>Represent information through drawing, oral expression, and/or emergent writing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recall relevant information from experiences</i></li> <li>• <i>Gather information from multiple sources to answer a question</i></li> <li>• <i>Represent information through drawing, oral expression, and/or writing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recall relevant information from experiences</i></li> <li>• <i>Gather information from multiple sources to answer a question</i></li> <li>• <i>Represent information through drawing, oral expression, and/or writing</i></li> </ul>

Priority Learning	Core Skills, Knowledge and Understandings <i>Students will...</i>		
	K	1	2
<b>L1</b> Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	<p><b>CORE CONVENTIONS SKILLS</b></p> <ul style="list-style-type: none"> <li>• Print upper- and lowercase letters in their name.</li> <li>• Use frequently occurring nouns and verbs (orally)</li> <li>• Use common, proper, and possessive nouns.</li> <li>• Use collective nouns (e.g., group).</li> <li>• Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).</li> <li>• Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).</li> <li>• Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).</li> <li>• Understand and use interrogatives (question words – e.g., who, what where, when, why, how).</li> <li>• Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>• Produce and expand complete sentences in shared language activities.</li> <li>• Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).)</li> <li>• Use verbs</li> <li>• Use frequently occurring adjectives.</li> <li>• Use frequently occurring conjunctions (e.g., and, but, or, so because).</li> <li>• Produce and expand complete sentences</li> </ul>		
<b>L2</b> Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	<p><b>CORE PUNCTUATION and SPELLING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Attempt to write symbols or letters to represent words.</li> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>• Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• Consult reference materials as needed to check and correct spellings.</li> <li>• Recognize and name end punctuation.</li> <li>• Capitalize the first letter of their name.</li> <li>• Use commas in dates and to separate words in a series.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> </ul>		
<b>L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,	<ul style="list-style-type: none"> <li>• <i>Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases using clues like:</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by: -Using sentence context as clues</i></li> </ul>

<p>analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<ul style="list-style-type: none"> <li>• <i>Learn and apply new meanings for familiar words</i></li> <li>• <i>Learn how to use word structures to determine meanings of new words</i></li> </ul>	<ul style="list-style-type: none"> <li>-Sentence context</li> <li>-Affixes (-un, -pre, -ful)</li> <li>-Root words</li> <li>-Inflections (-s, -ed, -ing)</li> </ul>	<ul style="list-style-type: none"> <li>-Adding prefixes to a known word</li> <li>-Using a known root word to determine the meaning of an unknown word with the same root</li> <li>-Using knowledge of known words to predict what compound words mean</li> <li>-Using glossaries/ beginning dictionaries</li> </ul>
<p><b>L6</b> Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• <i>Learn and use words and phrases acquired through conversations, reading and/or being read to, and responding to texts</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learn and use words and phrases acquired through conversations, reading and being read to, and responding to texts</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learn and use words and phrases acquired through conversations, reading and being read to, and responding to texts by identifying real-life connections between words and their use</i></li> </ul>



## Priority Learning for ELA: Grades 3 to 5

Priority Learning Standard(s)	Core Skills, Knowledge and Understandings <i>Students will...</i>		
	3	4	5
<b>R1</b> Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> <li>• <i>Identify and use specific details to support answers to and the development of text-based questions</i></li> <li>• <i>Use prior knowledge and details to generate ideas not explicitly stated in a text</i></li> <li>• <i>Identify and use relevant details to support an idea/conclusion about a text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Determine important details/information to monitor comprehension of a text</i></li> <li>• <i>Recall and use important details/information to convey understanding of a text through writing and discussion</i></li> <li>• <i>Recall and use details/information when expressing ideas and conclusions about a text through writing and discussion</i></li> <li>• <i>Draw conclusions about the text based on what is explicitly and implicitly implied</i></li> <li>• <i>Identify and use relevant details to support an idea/conclusion about a text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Determine important details/information to monitor comprehension of a text</i></li> <li>• <i>Recall and use important details/information to convey understanding of a text through writing and discussion</i></li> <li>• <i>Recall and use details/information when expressing ideas and conclusions about a text through writing and discussion</i></li> <li>• <i>Identify and use relevant details to support an idea/conclusion about a text.</i></li> </ul>
<b>R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> <li>• <i>Determine key details in the text that connect back to the theme or central idea</i></li> <li>• <i>Use and synthesize details presented in the beginning, middle and end of a story to identify the lesson learned/moral of a text</i> <ul style="list-style-type: none"> <li>○ <i>Notice details about the characters' actions, feelings, dialogue and relationships</i></li> </ul> </li> <li>• <i>Use and synthesize details presented throughout the text to identify the central idea; Notice information/details to identify the organization of an informational text's overall structure and simple categories</i></li> <li>• <i>Recall and use details from a text when summarizing important parts of a story such as, a chapter or a part in which their characters reach a resolution; Recall and use information from a text when summarizing a particular section such as, a heading, subheadings or a diagram.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Determine key details in the text that connect back to the theme or central idea</i></li> <li>• <i>Use and synthesize details presented in the beginning, middle and end of a story to identify the lesson learned/moral of a text.</i> <ul style="list-style-type: none"> <li>○ <i>Notice details about the characters' actions, feelings, dialogue and relationships</i></li> </ul> </li> <li>• <i>Use and synthesize details presented throughout the text to identify the central idea; Notice information/details to identify the organization of an informational text's structure such as, description, cause and effect, chronological, sequence, categorization, compare/contrast, problem/solution, or question/ answer</i></li> <li>• <i>Recall and use details when summarizing a story to demonstrate an understanding of the characters, plot, theme, and relationships between characters; Recall and use information/details when</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use and synthesize details presented in the beginning, middle and end of a story to identify the lesson learned/moral of a text.</i> <ul style="list-style-type: none"> <li>○ <i>Notice details about the characters' actions, feelings, dialogue and relationships</i></li> </ul> </li> <li>• <i>Use and synthesize details presented throughout the text to identify the central idea; Notice information/details to identify the organization of an informational text's structure such as, description, cause and effect, chronological, sequence, categorization, compare/contrast, problem/solution, or question/ answer</i></li> <li>• <i>Recall and use details when summarizing a story to demonstrate an understanding of the characters, plot, theme, and relationships between characters; Recall and use information/details when summarizing the text to demonstrate an</i></li> </ul>

		<i>summarizing the text to demonstrate an understanding of the central idea and the text structure</i>	<i>understanding of the central idea and the text structure</i>
<p><b>R4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<ul style="list-style-type: none"> <li>• <i>Use context clues to solve the meaning of unknown words</i></li> <li>• <i>Notice and use words that signal ...</i>  <ul style="list-style-type: none"> <li>-a definition or synonym clue</li> <li>-an antonym or opposite clue</li> </ul> </li> <li>• <i>Notice and use the meaning of the whole sentence or paragraph to figure out what would logically make sense for the meaning of the unfamiliar word</i></li> <li>• <i>Notice and use the context to get the “gist” of an unknown word</i></li> <li>• <i>Use the context of a text to understand:</i>  <ul style="list-style-type: none"> <li>-the connotation of unknown words or phrase</li> <li>-comparisons being made through the use of similes and metaphors</li> <li>-descriptions made through the use of personification, onomatopoeia, idioms and hyperbole</li> </ul> </li> <li>• <i>Use the context and/or text features of a text to understand the meaning of academic and content specific vocabulary</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use context clues to solve the meaning of unknown words</i></li> <li>• <i>Notice and use words that signal ...</i>  <ul style="list-style-type: none"> <li>-a definition or synonym clue</li> <li>-an antonym or opposite clue</li> </ul> </li> <li>• <i>Notice and use the meaning of the whole sentence or paragraph to figure out what would logically make sense for the meaning of the unfamiliar word</i></li> <li>• <i>Notice and use the context to get the “gist” of an unknown word</i></li> <li>• <i>Use the context of a text to understand:</i>  <ul style="list-style-type: none"> <li>-the connotation of unknown words or phrase</li> <li>-comparisons being made through the use of similes and metaphors to further</li> <li>-descriptions made through the use of personification, onomatopoeia, idioms and hyperbole</li> </ul> </li> <li>• <i>Use the context and/or text features of a text to understand the meaning of academic and content specific vocabulary</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Apply understanding of words, phrases, figurative language, academic, and content-specific words to:</i>  <ul style="list-style-type: none"> <li>-convey their understanding of a text</li> <li>-understand the author’s attitude about the theme/topic/central idea</li> <li>-identify and explain how they feel as a reader about the theme/topic/central idea</li> </ul> </li> </ul>

<p><b>R7 &amp; 8</b> Integrate and evaluate content presented in texts, diverse media and formats including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> <li>• <i>Recognize when illustrations further support the understanding of the characters, the setting and/or the plot while reading a text</i></li> <li>• <i>Reference illustrations/ text features that provide additional information to support points being made/shared about a story</i></li> <li>• <i>Recognize when text features further support the understanding of a topic and/or the central idea while reading a text</i></li> <li>• <i>Understand the author’s purpose for writing a text</i></li> <li>• <i>Identify and state the point/idea an author is making/sharing in a text</i></li> <li>• <i>Describe how the reasons and/or evidence presented are used to support the point or idea an author is making/sharing in a text</i></li> <li>• <i>Draw connections between the reasons/evidence (including illustrations and text features) presented to the point/idea an author is making/sharing in a text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognize and explain when illustrations further support the understanding of the characters, the setting and/or the plot while reading a text</i></li> <li>• <i>Describe how the information gathered from the illustrations support points being made and shared about a story</i></li> <li>• <i>Recognize when text features further support the understanding of a topic and/or the central idea while reading a text</i></li> <li>• <i>Understand the author’s purpose for writing a text</i></li> <li>• <i>Identify and state the point/idea an author is making/sharing in a text</i></li> <li>• <i>Describe how the reasons and/or evidence presented are used to support the point or idea an author is making/sharing in a text</i></li> <li>• <i>Draw connections between the reasons/evidence (including illustrations and text features) presented to the point/idea an author is making/sharing in a text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Communicate how and why information presented in a variety of ways helps to provide insight into the: -development of literary elements such as, the development of plot, or character development -central idea of a text or the development of an author’s argument</i></li> <li>• <i>Determine relevant reasons and evidence and identify how they connect to points and claims in a text</i></li> <li>• <i>Describe how the reasons and evidence presented by an author are used to support an argument or statement of opinion</i></li> <li>• <i>Demonstrate an understanding of which reasons and evidence support an argument or statement of opinion being made by the author</i></li> </ul>
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Priority Learning Standard(s)	Core Skills, Knowledge and Understandings Students will...		
	3	4	5
<p><b>SL 1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>	<ul style="list-style-type: none"> <li>Participate in different kinds of conversations with different individuals/ groups by following rules for discussions</li> <li>Come to discussions prepared to share knowledge built from reading multiple texts</li> <li>Use knowledge built from reading multiple texts with diverse perspectives in discussions</li> <li>Listen and respond to others by building on ideas and connecting comments of multiple people together</li> <li>Pose questions to clarify or ask for more explanation and connect the ideas expressed to their own understanding</li> <li>Explain their own ideas and understanding of the discussion; consider individual differences when communicating with others</li> <li>Elaborate on their own ideas by providing details and examples</li> <li>Recognize how tone and expression add meaning</li> <li>Use tone and expression to add meaning when speaking</li> </ul>	<ul style="list-style-type: none"> <li>Come to discussions prepared to share knowledge built from reading multiple texts with diverse perspectives</li> <li>Participate in discussion following agreed upon norms</li> <li>Pose questions to clarify or ask for more explanation and connect the ideas expressed to their own understanding</li> <li>Elaborate on their own ideas by providing details and examples</li> <li>Recognize how tone and expression add meaning</li> <li>Use tone and expression to add meaning when speaking</li> </ul>	<ul style="list-style-type: none"> <li>Come to discussions prepared to share knowledge built from reading multiple texts with diverse perspectives</li> <li>Participate in discussion following agreed upon norms</li> <li>Pose and respond to specific questions by elaborating on the remarks of others and connecting the ideas expressed to their own understanding</li> <li>Draw conclusions about information gained in discussion</li> <li>Elaborate on their own ideas by providing details and examples</li> <li>Recognize how tone and expression add meaning</li> <li>Use tone and expression to add meaning when speaking</li> </ul>
<p><b>SL 2 &amp; 3</b> Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral) including a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<ul style="list-style-type: none"> <li>Read texts in diverse formats and determine the central ideas and supporting details</li> <li>Engage in discussions about texts read in diverse formats , both informational and literary, that describe the central ideas and supporting details</li> <li>Listen to the speaker and identify the point/idea the speaker is making/sharing</li> <li>Ask and answer questions to help with understanding of what the speaker has to say and why they are saying that (point of view)</li> </ul>	<ul style="list-style-type: none"> <li>Read texts in diverse formats and determine the central ideas and supporting details</li> <li>Paraphrase information gleaned from multiple texts in diverse formats</li> <li>Engage in discussions about texts read in diverse formats</li> <li>Ask and answer questions to help understand the speaker's point of view</li> </ul>	<ul style="list-style-type: none"> <li>Read texts in diverse formats and determine the central ideas and supporting details</li> <li>Summarize information gleaned from multiple texts in diverse formats</li> <li>Engage in discussions about texts read in diverse formats</li> <li>Ask and answer questions to help understand and evaluate the speaker's point of view</li> </ul>

	<ul style="list-style-type: none"> <li>Determine how the reasons and/or evidence presented are related to the speaker’s point; Analyze if the reasons and evidence are valid and relevant</li> <li>State agreement or disagreement with the speaker; Give reasons and provide evidence to back up thinking</li> </ul>	<ul style="list-style-type: none"> <li>Determine how the reasons and/or evidence presented are related to the speaker’s point; Analyze if the reasons and evidence are valid and relevant</li> <li>State agreement or disagreement with the speaker; Give reasons and evidence to back up thinking</li> </ul>	<ul style="list-style-type: none"> <li>Determine how the reasons and/or evidence presented are related to the speaker’s point; Evaluate if the reasons and evidence are valid and relevant</li> <li>State agreement or disagreement with the speaker; Give reasons and evidence to back up thinking that relate back to specific points the speaker made</li> </ul>
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Priority Learning Standard(s)	Core Skills, Knowledge and Understandings Students will...		
	3	4	5
<b>W1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. This may include personal, cultural, textual, and thematic connections	<ul style="list-style-type: none"> <li>Understand the difference between an opinion and argument</li> <li>Form a claim based on texts read</li> <li>Gather facts and details that support claims well and are logical</li> <li>Provide reasons and evidence that support that claim well and are logical</li> <li>Introduce a claim in a short and extended written responses independently and/or with guidance that includes a few supporting reasons</li> <li>Use language when writing arguments that:               <ul style="list-style-type: none"> <li>-Is precise, content-specific vocabulary</li> <li>-Uses linking words and phrases to connect ideas</li> </ul> </li> <li>Put the skills above together to write an argument to support claim(s) using clear reasons and relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to make claims more precise</li> <li>Gather facts and details that support claims well from various sources</li> <li>Organize reasons and evidence logically that support claims based on facts and details</li> <li>Use language when writing arguments that:               <ul style="list-style-type: none"> <li>-Is precise, content-specific vocabulary</li> <li>-Transitional words and phrases to connect ideas</li> </ul> </li> <li>Write a concluding statement or section that relate back to the argument presented</li> <li>Introduce a precise claim in paragraphs and sections using evidence from multiple texts about the same topic or texts across multiple genres</li> <li>Put the skills above together to write an argument to support claim(s) using clear reasons and relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>Refine claims to be more precise</li> <li>Gather facts and details that support claims well from various sources</li> <li>Gather and organize reasons and evidence logically</li> <li>Order reasons logically as the argument builds and support the claim well</li> <li>Use language when writing arguments that is:               <ul style="list-style-type: none"> <li>-Precise, content-specific vocabulary</li> <li>-Transitional words and phrases to connect ideas</li> </ul> </li> <li>Write a concluding statement or section that relate back to the argument presented</li> <li>Understand the style and tone of various types of argument writing</li> <li>Make choices about the style and tone of the writing based on the task</li> </ul>
<b>W2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,	<ul style="list-style-type: none"> <li>Gather information such as facts, definition and details from multiple informational texts about a topic</li> <li>Based on texts read, choose topics to write about</li> <li>Introduce a topic by organizing related information from various sources together</li> </ul>	<ul style="list-style-type: none"> <li>Gather facts, definition, concrete details and other relevant information from multiple informational texts about a topic</li> <li>Based on texts read, choose topics to write about</li> </ul>	<ul style="list-style-type: none"> <li>Gather facts, definition, concrete details and other relevant information from multiple informational texts about a topic</li> <li>Based on texts read, choose topics to write about</li> </ul>

<p>organization. This may include personal, cultural, textual, and thematic connections.</p>	<ul style="list-style-type: none"> <li>• <i>Add facts, definitions, details and illustrations to develop a topic</i></li> <li>• <i>Use language that:</i> <ul style="list-style-type: none"> <li>-<i>Is precise and content-specific</i></li> <li>-<i>Uses linking words and phrases to connect ideas</i></li> </ul> </li> <li>• <i>Include a closing statement or section as a part of their writing piece</i></li> <li>• <i>Put the skills above together to write an informational/ expository texts that explores a topic and conveys ideas and information that develop points on that topic</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Introduce a topic clearly by providing a general focus and organizing related information logically from various sources together</i></li> <li>• <i>Add facts, definitions, concrete details and other relevant information to develop a topic</i></li> <li>• <i>Include text features, illustrations and multimedia</i></li> <li>• <i>Organize writing into paragraphs and sections</i></li> <li>• <i>Use language that:</i> <ul style="list-style-type: none"> <li>-<i>Is precise and content-specific</i></li> <li>-<i>Uses transitional words and phrases to connect ideas and concepts</i></li> </ul> </li> <li>• <i>Put the skills above together to write an informational/ expository text that explores a topic and conveys ideas and information that develop points on that topic</i></li> <li>• <i>Include a closing statement or section that connects back to information presented</i></li> <li>• <i>Put the skills above together to write an informational/ expository texts that explores a topic and conveys ideas and information relevant to the topic</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Introduce a topic clearly by providing a general focus and organizing related information logically from various sources together</i></li> <li>• <i>Add facts, definitions, concrete details, quotations or other relevant information to develop a topic</i></li> <li>• <i>Include text features, illustrations and multimedia</i></li> <li>• <i>Clearly organized writing using headings, paragraphs and sections</i></li> <li>• <i>Use language that:</i> <ul style="list-style-type: none"> <li>-<i>Is precise and content-specific</i></li> <li>-<i>Uses transition/linking words appropriately, phrases and clauses to connect ideas and concepts</i></li> </ul> </li> <li>• <i>Put the skills above together to write an informational/ expository text that explores a topic and conveys ideas and information that develop points on that topic</i></li> <li>• <i>Include a closing statement or section that connects back to information presented</i></li> <li>• <i>Understand the styles related to this type of writing</i></li> <li>• <i>Make choices about the style and tone of the writing based on the task or subject</i></li> <li>• <i>Put the skills above together to write an informational/ expository texts that explores a topic and conveys ideas and information relevant to the topic</i></li> </ul>
<p><b>W3</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Narratives may include personal, cultural, textual, and thematic connections.</p>	<ul style="list-style-type: none"> <li>• <i>Engage with multiple narrative literary texts to study effective narrative techniques</i></li> <li>• <i>Use familiar experiences or texts as mentors to create narratives that are real or imagined</i></li> <li>• <i>Introduce narrator and/characters and situation</i></li> <li>• <i>Develop the experiences and events of characters or show characters’ responses to situations using description of actions, thoughts and feelings</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage with multiple narrative literary texts to study effective narrative techniques</i></li> <li>• <i>Use familiar experiences or texts as mentors to create narratives that are real or imagined</i></li> <li>• <i>Introduce narrator and/characters and situation</i></li> <li>• <i>Develop the experiences and events of characters or show characters’ responses to situations using dialogue and description of actions, thoughts and feelings</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage with multiple narrative literary texts to study effective narrative techniques</i></li> <li>• <i>Use familiar experiences or texts as mentors to create narratives that are real or imagined</i></li> <li>• <i>Introduce narrator and/characters and situation</i></li> <li>• <i>Develop the experiences and events of characters or show characters’ responses to situations using dialogue and description of actions, thoughts and feelings</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Create a clear sequence of events and experiences in the story</li> <li>• Use temporal words to signal the event order</li> <li>• Add descriptive details to illustrate events in the story</li> <li>• Provide a sense of closure to narrative</li> <li>• Put the skills above together to write narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Create a clear sequence of events and experiences in the story</li> <li>• Use transitional word/phrases to signal the event order</li> <li>• Add concrete words/phrases and vivid sensory details to convey experiences and events to evoke feeling and capture the reader's attention</li> <li>• Provide a conclusion that provides a sense of closure and follows the narrated experiences and events</li> <li>• Put the skills above together to write narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Create a clear sequence of events and experiences in the story</li> <li>• Use a variety of transitional word/phrases/clauses to signal the event order</li> <li>• Add concrete words/phrases and vivid sensory details to convey experiences and events precisely to evoke feeling and capture the reader's attention</li> <li>• Provide a conclusion that provides a sense of closure and follows the narrated experiences and events</li> <li>• Put the skills above together to write narratives</li> </ul>
<p><b>W7</b> Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism</p>	<ul style="list-style-type: none"> <li>• Gather information from multiple texts/sources about a topic</li> <li>• Recall relevant information from experiences</li> <li>• Gather information from multiple sources</li> <li>• Collect notes on relevant information from multiple sources</li> <li>• Sort evidence and information into categories</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information from multiple texts/sources about a topic</li> <li>• Recall relevant information from experiences</li> <li>• Gather information from multiple sources</li> <li>• Collect notes on relevant information from multiple sources</li> <li>• Sort evidence and information into categories</li> <li>• Provide a list of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information from multiple texts/sources about a topic</li> <li>• Recall relevant information from experiences</li> <li>• Gather information from multiple sources and consolidate notes on relevant information from multiple sources</li> <li>• Summarize/paraphrase evidence and information from multiple sources in a way that avoids plagiarism</li> <li>• Provide a list of sources</li> </ul>

Priority Learning Standard(s)	Core Skills, Knowledge and Understandings Students will...		
	3	4	5
<p><b>L1</b> Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.</p>	<p><b>CORE CONVENTIONS SKILLS</b></p> <ul style="list-style-type: none"> <li>• Produce simple, compound, and complex sentences.</li> <li>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.</li> <li>• Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>• Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.</li> <li>• Form and use regular and irregular plural nouns.</li> <li>• Use abstract nouns.</li> <li>• Form and use regular and irregular verbs.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</li> <li>• Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</li> <li>• Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</li> <li>• Use verb tense to convey various times, sequences, states, and conditions.</li> <li>• Recognize and correct inappropriate shifts in verb tense.</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• Use coordinating and subordinating conjunctions.</li> <li>• Use and identify prepositional phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Correctly use frequently confused words (e.g., to, too, two; there, their).</li> </ul>		
<p><b>L2</b> Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</p>	<p><b>CORE PUNCTUATION and SPELLING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Capitalize appropriate words in titles.</li> <li>• Use correct capitalization.</li> <li>• Use commas in addresses.</li> <li>• Use commas and quotation marks in dialogue.</li> <li>• Use a comma before a coordinating conjunction in a compound sentence.</li> <li>• Use a comma to separate an introductory element from the rest of the sentence.</li> <li>• Use punctuation to separate items in a series.</li> <li>• Form and use possessives.</li> <li>• Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>• Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> </ul>		
<p><b>L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<ul style="list-style-type: none"> <li>• Use a range of strategies to determine or clarify the meaning of unknown words such as:             <ul style="list-style-type: none"> <li>- Use of sentence-level context for words multiple meanings</li> <li>- Knowledge of affixes and root words and how they can be used to determine meaning</li> <li>- Use of beginning dictionaries or glossaries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of strategies to determine or clarify the meaning of unknown words such as:             <ul style="list-style-type: none"> <li>- Sentence-level context clues (e.g., definitions, examples or restatements) for words with multiple meanings as well as when there is sufficient supporting information in surrounding text</li> <li>- Knowledge of grade-appropriate Greek and Latin affixes and root words</li> <li>- Reference materials (dictionaries, glossaries, thesauruses)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of strategies to determine or clarify the meaning of unknown words such as:             <ul style="list-style-type: none"> <li>- Sentence-level context clues (e.g., cause/effect relationships and comparisons) for words with multiple meanings as well as when there is sufficient supporting information in surrounding text</li> <li>- Knowledge of grade-appropriate Greek and Latin affixes and root words</li> <li>- Reference materials (dictionaries, glossaries, thesauruses)</li> </ul> </li> </ul>
<p><b>L6</b> Acquire and accurately use general academic and content-</p>	<p>Acquire and accurately use conversational, general academic, and content-specific words and phrases,</p>	<p>Acquire and accurately use conversational, general academic, and content-specific words and phrases,</p>	<p>Acquire and accurately use conversational, general academic, and content-specific words and phrases,</p>



<p>specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><i>including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert.)</i></p>	<p><i>including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert.)</i></p>	<p><i>including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert.)</i></p>
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## Priority Learning for ELA: Grades 6 to 8

Priority Learning Standard(s)	Core Skills, Knowledge and Understandings Students will....		
	6	7	8
<b>R1</b> Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> <li>Look critically at the elements, structures and ideas in texts, whether explicit or implicit</li> <li>Identify essential ideas, elements and structures in texts, making the determination between what is relevant and what isn't</li> <li>Use information gleaned from analysis of the text to support inferences</li> <li>Using relevant evidence to explain analysis of texts in writing and/or discourse</li> <li>Distinguish between relevant and irrelevant textual evidence to support conclusions and inferences</li> <li>Engage in a structured academic discussion that focuses on a text that has been read</li> </ul>	<ul style="list-style-type: none"> <li>Look critically at the elements, structures and ideas in texts, whether explicit or implicit</li> <li>Identify essential ideas, elements and structures in texts, making the determination between what is relevant and what isn't</li> <li>Use information gleaned from analysis of the text to support inferences</li> <li>Using relevant evidence to explain analysis of texts in writing and/or discourse</li> <li>Distinguish between relevant and irrelevant textual evidence to support conclusions and inferences</li> <li>Engage in a structured academic discussion that focuses on a text that has been read</li> </ul>	<ul style="list-style-type: none"> <li>Look critically at the elements, structures and ideas in texts, whether explicit or implicit</li> <li>Distinguish between relevant evidence and strong relevant evidence.</li> <li>Identify essential ideas, elements and structures in texts, making the determination between what is relevant and what isn't</li> <li>Cite evidence from the text that supports the inferences and conclusions drawn</li> <li>Use information gleaned from analysis of the text to support inferences</li> <li>Using relevant evidence to explain analysis of texts in writing and/or discourse</li> <li>Distinguish strongly relevant textual evidence in relation to conclusions and inferences</li> <li>Engage in a structured academic discussion that focuses on a text that has been read</li> </ul>
<b>R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> <li>Identify key supporting details and how they develop across</li> <li>Use key supporting details to determine the theme or central idea by drawing conclusions or making inferences</li> <li>Identify how key supporting details support the development of a theme or central idea</li> <li>Explain in writing and/or orally how the author uses literary elements to convey the theme/ central message or moral found within a text</li> </ul>	<ul style="list-style-type: none"> <li>Use key supporting details to determine the theme or central idea by drawing conclusions or making inferences</li> <li>Identify how key supporting details support the development of a theme or central idea</li> <li>Explain in writing and/or orally how the author uses literary elements to convey the theme/ central message or moral found within a text</li> <li>Analyze how the theme or central idea is developed across the text</li> </ul>	<ul style="list-style-type: none"> <li>Use key supporting details to determine the one or more themes or central ideas by drawing conclusions or making inferences</li> <li>Identify how key supporting details support the development of a theme or central idea</li> <li>Explain in writing and/or orally how the author uses literary elements to convey the theme/ central message or moral found within a text</li> <li>Analyze how the theme or central idea is developed across the text</li> </ul>

	<ul style="list-style-type: none"> <li>Choose key details that develop the theme or central idea when writing a summary</li> <li>Explain in writing and/or orally how the author uses literary elements to convey the theme/ central message or moral found within a text</li> <li>Give a succinct written or oral summary of a text, including the theme or central idea of the text</li> </ul>	<ul style="list-style-type: none"> <li>Choose key details that develop the theme or central idea when writing a summary</li> <li>Explain in writing and/or orally how the author uses literary elements to convey the theme/ central message or moral found within a text</li> </ul>	<ul style="list-style-type: none"> <li>Choose key details that develop the theme or central idea when writing a summary</li> <li>Explain in writing and/or orally how the author uses literary elements to convey the theme/ central message or moral found within a text</li> </ul>
<p><b>R4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<ul style="list-style-type: none"> <li>Pay attention to content specific words and their meaning within the text</li> <li>Use context clues to figure out the meaning of unfamiliar words</li> <li>Examine the connotative and figurative meanings of words within a text</li> <li>Examine the words an author uses in a text, including those with multiple meanings, to impact tone, meaning or mood</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to content specific words and their meaning within the text</li> <li>Use context clues to figure out the meaning of unfamiliar words</li> <li>Examine the connotative and figurative meanings of words within a text</li> <li>Examine the words an author uses in a text, including those with multiple meanings, to impact tone, meaning or mood</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to content specific words and their meaning within the text</li> <li>Use context clues to figure out the meaning of unfamiliar words</li> <li>Examine the connotative and figurative meanings of words within a text</li> <li>Examine the words an author uses in a text, including those with multiple meanings, to impact tone, meaning or mood</li> </ul>
<p><b>R7 &amp; R8</b> Integrate and evaluate content presented in texts, diverse media and formats including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> <li>Explain in writing or orally how information presented in different formats (reading a book vs watching a film read about that book) contributes to different or similar understanding</li> <li>Use reasons and evidence to trace and evaluate an argument or claims as it develops</li> <li>Analyze texts to identify biased language, including information that is supported by facts vs opinion</li> <li>Determine claims that are supported by reasons and relevant evidence and those that are not</li> <li>Evaluate the credibility of print and e sources</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the similarities and differences of a topic being presented in writing verses being presented in another format or type of diverse media; Determine the impact this has on the portrayal</li> <li>Use reasons and evidence to trace and evaluate an argument or claims as it develops</li> <li>Pinpoint when and where in a text nonessential information is introduced</li> <li>Analyze texts to identify biased language, including information that is supported by facts vs opinion</li> <li>Determine claims that are supported by reasons and relevant evidence and those that are not</li> <li>Evaluate the credibility of print and e sources</li> <li>Assess whether the reasoning is valid and the evidence is relevant or sufficient in claims</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the advantages or disadvantages of a topic being presented in writing verses being presented in another format or type of diverse media; Determine if productions are faithful to or depart from written texts</li> <li>Use reasons and evidence to trace and evaluate an argument or claims as it develops</li> <li>Pinpoint when and where in a text nonessential information is introduced</li> <li>Analyze texts to identify biased language, including information that is supported by facts vs opinion</li> <li>Determine claims that are supported by reasons and relevant evidence and those that are not</li> <li>Evaluate the credibility of print and e sources.</li> <li>Assess whether the reasoning is valid and the evidence is relevant or sufficient in claims</li> </ul>

Priority Learning Standard(s)	Core Skills, Knowledge and Understandings Students will....		
	6	7	8
<b>SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.	<ul style="list-style-type: none"> <li>● Prepare for discussions by reading or studying the required material or researching</li> <li>● Determine evidence to reflect ideas clearly and persuasively</li> <li>● Engage in discussions with classmates following norms and build on the ideas of others</li> <li>● Set goals and deadlines and define individual roles as needed</li> <li>● Listening and respond to questions by elaborating and adding details that contribute to the topic or issue being discussed</li> <li>● Pose questions and respond to questions and comments on the topic of discussion.</li> <li>● Use reflection and paraphrasing to demonstrate understanding of other perspectives</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare for discussions by reading or studying the required material or researching; draw on this during the discussion               <ul style="list-style-type: none"> <li>- Refer to evidence and reflect on ideas being discussed</li> </ul> </li> <li>● Research to determine evidence to reflect ideas clearly and persuasively</li> <li>● Engage in discussions with classmates following norms and build on the ideas of others</li> <li>● Track progress toward goals and deadlines and define individual roles as needed</li> <li>● Listening and respond to questions by elaborating and adding details that contribute to the topic or issue being discussed</li> <li>● Pose questions that elicit elaboration from others</li> <li>● Respond to others with relevant observations ideas bringing the discussion back on topic when needed</li> <li>● Acknowledge new information and modify views as warranted</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare for discussions by reading or studying the required material or researching; draw on this during the discussion               <ul style="list-style-type: none"> <li>- Refer to evidence and reflect on ideas being discussed</li> </ul> </li> <li>● Research to determine evidence to reflect ideas clearly and persuasively</li> <li>● Engage in discussions with classmates following norms and build on the ideas of others</li> <li>● Track progress toward goals and deadlines and define individual roles as needed</li> <li>● Listening and respond to questions by elaborating and adding details that contribute to the topic or issue being discussed</li> <li>● Pose questions that connect ideas of multiple speakers</li> <li>● Respond to others with relevant observations, evidence and ideas</li> <li>● Acknowledge new information and modify views as warranted</li> </ul>
<b>SL 2&amp; 3</b> Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral) including a speaker’s point of view, reasoning, and use of evidence and rhetoric.	<ul style="list-style-type: none"> <li>● Interpret information gleaned from multiple texts in diverse formats</li> <li>● Engage in discussions about texts read in diverse formats</li> <li>● Determine the speaker’s argument and claims</li> <li>● Determine if the speaker’s claim is supported by reasons and/or evidence and when it is not</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how central ideas and details are presented in diverse formats</li> <li>● Describe how the formats contribute to topic, text or issue</li> <li>● Engage in discussions about texts read in diverse formats</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze why information is presented in diverse formats</li> <li>● Describe the motives and reasons why information is presented in this way</li> <li>● Engage in discussions about texts read in diverse formats</li> </ul>

		<ul style="list-style-type: none"> <li>Determine the speaker’s argument and claims by listening and evaluating for sound reasons and evidence</li> <li>Determine if the speaker’s claim is supported by reasons and/or evidence and when it is not</li> </ul>	<ul style="list-style-type: none"> <li>Determine the speaker’s argument and claims by listening and evaluating for sound reasons and evidence</li> <li>Determine if the speaker’s claim is supported by reasons and/or evidence and when it is not</li> <li>Identify when evidence is irrelevant</li> </ul>
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Priority Learning Standard(s)	Core Skills, Knowledge and Understandings Students will....		
	6	7	8
<b>L1</b> Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	<p><b>CORE CONVENTIONS SKILLS</b></p> <ul style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, and possessive).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct pronouns that have unclear or ambiguous antecedents.</li> <li>Explain the function of phrases and clauses in general, as well as in specific sentences.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>Explain the function of verbals (gerunds, participles, infinitives).</li> <li>Form and use verbs in the active and passive voice.</li> <li>Recognize and correct inappropriate verb shifts.</li> </ul>		
<b>L2</b> Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	<p><b>CORE PUNCTUATION and SPELLING SKILLS</b></p> <ul style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.</li> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omissions</li> </ul>		
<b>L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<ul style="list-style-type: none"> <li>Use flexible strategies to determine the meaning of unknown and multiple meaning words and phrases by: <ul style="list-style-type: none"> <li>Use of context as a clue</li> <li>Use of Greek and Latin affixes and roots</li> <li>Use of print and digital references</li> <li>Verifying initial determination of a word’s meaning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use flexible strategies to determine the meaning of unknown and multiple meaning words and phrases by: <ul style="list-style-type: none"> <li>Use of context as a clue</li> <li>Use of Greek and Latin affixes and roots</li> <li>Use of print and digital references</li> <li>Verifying initial determination of a word’s meaning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use flexible strategies to determine the meaning of unknown and multiple meaning words and phrases by: <ul style="list-style-type: none"> <li>Use of context as a clue</li> <li>Use of Greek and Latin affixes and roots</li> <li>Use of print and digital references</li> <li>Verifying initial determination of a word’s meaning</li> </ul> </li> </ul>

<p><b>L6</b> Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● <i>Build grade-level academic vocabulary that includes content-specific words as well as words used across content areas</i></li> <li>● <i>Apply vocabulary knowledge to consider words/phrases that are important for comprehension or expression</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Build grade-level academic vocabulary that includes content-specific words as well as words used across content areas</i></li> <li>● <i>Apply vocabulary knowledge to consider words/phrases that are important for comprehension or expression</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Build grade-level academic vocabulary that includes content-specific words as well as words used across content areas</i></li> <li>● <i>Apply vocabulary knowledge to consider words/phrases that are important for comprehension or expression</i></li> </ul>
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Priority Learning Standard(s)	Core Skills, Knowledge and Understandings Students will....		
	6	7	8
<p><b>W1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. This may include personal, cultural, textual, and thematic connections.</p>	<ul style="list-style-type: none"> <li>● <i>Introduce a precise claim that is supported with reasons and evidence</i></li> <li>● <i>Differentiate between a claim and a counterclaim</i></li> <li>● <i>Use credible sources to gather facts and details that form clear reasons and relevant evidence logically</i></li> <li>● <i>Use language when writing arguments that is:</i> <ul style="list-style-type: none"> <li>- <i>Precise, content-specific vocabulary</i></li> <li>- <i>Uses appropriate transitions to create cohesion and clarify relationships between ideas and concepts</i></li> </ul> </li> <li>● <i>Write a concluding statement or section that follows from and supports the argument presented</i></li> <li>● <i>Make choices about the style and tone of the writing based on the task</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Introduce a precise claim that is supported with logical reasons and evidence</i></li> <li>● <i>Differentiate between a claim and a counterclaim</i></li> <li>● <i>Use credible sources to gather facts and details that form logical reasons and relevant evidence</i></li> <li>● <i>Use language when writing arguments that is:</i> <ul style="list-style-type: none"> <li>- <i>Precise, content-specific vocabulary</i></li> <li>- <i>Uses appropriate transitions to create cohesion and clarify relationships between ideas and concepts</i></li> </ul> </li> <li>● <i>Write a concluding statement or section that follows from and supports the argument presented</i></li> <li>● <i>Understand the style and tone of various types of argument writing</i></li> <li>● <i>Make choices about the style and tone of the writing based on the task</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Introduce a precise claim that is supported with logical reasons and evidence</i></li> <li>● <i>Differentiate between a claim and a counterclaim</i></li> <li>● <i>Use credible sources to gather facts and details that form logical reasons and relevant evidence</i></li> <li>● <i>Use language when writing arguments that is:</i> <ul style="list-style-type: none"> <li>- <i>Precise, content-specific vocabulary</i></li> <li>- <i>Uses appropriate transitions to create cohesion and clarify relationships between ideas and concepts</i></li> </ul> </li> <li>● <i>Write a concluding statement or section that follows from and supports the argument presented</i></li> <li>● <i>Understand the style and tone of various types of argument writing</i></li> <li>● <i>Make choices about the style and tone of the writing based on the task</i></li> </ul>

<p><b>W2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization. This may include personal, cultural, textual, and thematic connections.</p>	<ul style="list-style-type: none"> <li>• <i>Introduce a topic clearly by organizing ideas, concepts and related information logically from various sources together</i></li> <li>• <i>Select facts, definitions, concrete details, quotations or other relevant information to develop a topic</i></li> <li>• <i>Include text features, illustrations and multimedia</i></li> <li>• <i>Clearly organized writing using headings, paragraphs and sections</i></li> <li>• <i>Use language that:</i> -Is precise and content-specific -Uses transitions to create cohesion and connect ideas and concepts</li> <li>• <i>Include a closing statement or section that explains the significance of the information presented</i></li> <li>• <i>Make choices about the style and tone of the writing based on the task or subject</i></li> <li>• <i>Put the skills above together to write an informational/ expository texts that explores a topic and conveys ideas, concepts and information relevant to the topic</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Introduce a topic, previewing what is to follow, clearly by organizing ideas, concepts and related information logically from various sources together</i></li> <li>• <i>Select facts, definitions, concrete details, quotations or other relevant information to develop a topic</i></li> <li>• <i>Include text features, illustrations and multimedia</i></li> <li>• <i>Clearly organized writing using headings, paragraphs and sections</i></li> <li>• <i>Use language that:</i> -Is precise and content-specific -Uses transitions to create cohesion and connect ideas and concepts</li> <li>• <i>Include a closing statement or section that explains the significance of the information presented</i></li> <li>• <i>Make choices about the style and tone of the writing based on the task or subject</i></li> <li>• <i>Put the skills above together to write an informational/ expository texts that explores a topic and conveys ideas, concepts and information relevant to the topic</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Introduce a topic, previewing what is to follow, clearly by organizing ideas, concepts and related information logically from various sources together</i></li> <li>• <i>Select facts, definitions, concrete details, quotations or other relevant information to develop a topic</i></li> <li>• <i>Include text features, illustrations and multimedia</i></li> <li>• <i>Clearly organized writing using headings, paragraphs and sections</i></li> <li>• <i>Use language that:</i> -Is precise and content-specific -Uses transitions to create cohesion and connect ideas and concepts</li> <li>• <i>Include a closing statement or section that explains the significance of the information presented</i></li> <li>• <i>Make choices about the style and tone of the writing based on the task or subject</i></li> <li>• <i>Put the skills above together to write an informational/ expository texts that explores a topic and conveys ideas, concepts and information relevant to the topic</i></li> </ul>
<p><b>W3</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Narratives may include personal, cultural, textual, and thematic connections.</p>	<ul style="list-style-type: none"> <li>• <i>Engage with multiple narrative literary texts to study effective narrative techniques</i></li> <li>• <i>Hook the reader by introducing narrator and/characters</i></li> <li>• <i>Develop the experiences and events of characters or show characters' responses to situations using narrative techniques</i></li> <li>• <i>Use a variety of transitions to convey sequence and signal shifts from one timeframe or setting to another</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage with multiple narrative literary texts to study effective narrative techniques</i></li> <li>• <i>Hook the reader by establishing a point of view and introducing narrator and/characters</i></li> <li>• <i>Develop the experiences and events of characters or show characters' responses to situations using narrative techniques</i></li> <li>• <i>Use a variety of transitions to convey sequence and signal shifts from one timeframe or setting to another</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage with multiple narrative literary texts to study effective narrative techniques</i></li> <li>• <i>Hook the reader by establishing a point of view and introducing narrator and/characters</i></li> <li>• <i>Develop the experiences and events of characters or show characters' responses to situations using narrative techniques</i></li> <li>• <i>Use a variety of transitions to convey sequence and signal shifts from one timeframe or setting to another</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Add precise words/phrases, descriptive details and sensory language to convey experiences and events precisely to evoke feeling and capture the reader’s attention</i></li> <li>• <i>Provide a conclusion that follows and reflects the experiences, observations and conflicts that are resolved during the narrative</i></li> <li>• <i>Put the skills above together to write narratives that use effective techniques, descriptive details and sequence</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Add precise words/phrases, descriptive details and sensory language to convey experiences and events precisely to evoke feeling and capture the reader’s attention</i></li> <li>• <i>Provide a conclusion that follows and reflects the experiences, observations and conflicts that are resolved during the narrative</i></li> <li>• <i>Put the skills above together to write narratives that use effective techniques, descriptive details and clear sequence</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Add precise words/phrases, descriptive details and sensory language to convey experiences and events precisely to evoke feeling and capture the reader’s attention</i></li> <li>• <i>Provide a conclusion that follows and reflects the experiences, observations and conflicts that are resolved during the narrative</i></li> <li>• <i>Put the skills above together to write narratives that use effective techniques, descriptive details and clear sequence</i></li> </ul>
<p><b>W7</b> Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism</p>	<ul style="list-style-type: none"> <li>• <i>Gather information from multiple texts/sources about a topic</i></li> <li>• <i>Assess the credibility of sources</i></li> <li>• <i>Quote/paraphrase data and conclusions of others from multiple sources in a way that avoids plagiarism</i></li> <li>• <i>Provide a basic bibliographic information of sources</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Gather information from multiple texts/sources about a topic</i></li> <li>• <i>Assess the credibility and accuracy of sources</i></li> <li>• <i>Quote/paraphrase data and conclusions of others from multiple sources in a way that avoids plagiarism</i></li> <li>• <i>Follow standard format for citation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Gather information from multiple texts/sources about a topic</i></li> <li>• <i>Assess the credibility and accuracy of sources</i></li> <li>• <i>Quote/paraphrase data and conclusions of others from multiple sources in a way that avoids plagiarism</i></li> <li>• <i>Follow standard format for citation</i></li> </ul>



## Priority Learning for ELA: Grades 9 to 12

Priority Learning Standard(s)	Core Skills, Knowledge, and Understandings Students will...	
	9th & 10th Grade	11th & 12th Grade
<b>R1</b> Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> <li>Look critically at the elements, structures and ideas in texts, whether explicit or implicit, and make logical inferences</li> <li>Use information gleaned from analysis of the text to support inferences</li> <li>Cite strong and thorough evidence from the text that supports the inferences and conclusions drawn</li> <li>Using strong and thorough evidence to explain analysis of texts in writing and/or discourse</li> <li>During structured academic discussion, develop and ask questions that deepen understanding and promote further exploration</li> </ul>	<ul style="list-style-type: none"> <li>Look critically at the elements, structures and ideas in texts, whether explicit or implicit, and make logical inferences</li> <li>Use information gleaned from analysis of the text to support inferences</li> <li>Cite strong and thorough evidence from the text that supports the inferences and conclusions drawn</li> <li>Determine where a text lacks clarity and preciseness of content</li> <li>Using strong and thorough evidence to explain analysis of texts in writing and/or discourse</li> <li>During structured academic discussion, develop and ask questions that deepen understanding and promote further exploration</li> </ul>
<b>R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> <li>Use key supporting details to determine the one or more themes or central ideas by drawing conclusions or making inferences</li> <li>Identify how specific details shape and refine the themes or central ideas as they emerge and develop across a text</li> <li>Choose key details that develop the theme or central idea when writing a summary that is objective and accurate</li> </ul>	<ul style="list-style-type: none"> <li>Use key supporting details to determine the two or more themes or central ideas by drawing conclusions or making inferences</li> <li>Identify how specific details shape and refine the themes or central ideas as they emerge and develop across a text</li> <li>Choose key details that develop the theme or central idea when writing a summary that is objective and accurate</li> </ul>
<b>R4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> <li>Pay attention to content specific words and their meaning within the text</li> <li>Use context clues to figure out the meaning of unfamiliar words</li> <li>Examine the connotative and figurative meanings of words within a text</li> <li>Examine the words an author uses in a text, including those with multiple meanings, to impact tone, meaning or mood</li> <li>Explore these nuances in language across various genres</li> <li>Examine technical language related to a topic</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to content specific words and their meaning within the text</li> <li>Use context clues to figure out the meaning of unfamiliar words</li> <li>Examine the connotative and figurative meanings of words within a text</li> <li>Examine the words an author uses in a text, including those with multiple meanings, to impact tone, meaning or mood</li> <li>Explore these nuances in language across various genres</li> <li>Examine technical language related to a topic</li> <li>Analyze the author's use of technical terms or language over the course of a text</li> </ul>
<b>R7 &amp; 8</b> Delineate and evaluate the argument and specific claims in a text,	<ul style="list-style-type: none"> <li>Analyze how subject/content presented in two more formats present different accounts; Pay close attention to details that are emphasized, altered or absent</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate how different versions of a literary text or informational texts on the same topic present information; Determine how different interpretations vary</li> </ul>

<p>including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> <li>• <i>Examine and analyze what makes a claim valid by determining if supporting evidence is relevant and sufficient</i></li> <li>• <i>Examine and analyze how pieces of specific evidence can be used in a claim or create opportunities for fallacy</i></li> <li>• <i>Evaluate the credibility of print and e sources</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Examine and analyze how pieces of specific evidence can be used in a claim or create opportunities for fallacy</i></li> <li>• <i>Examine and analyze what makes a claim valid by determining if supporting evidence is relevant and sufficient</i></li> <li>• <i>Use a specific lens when evaluating an argument to assess validity or fallacy</i></li> <li>• <i>Evaluate the credibility of print and e sources</i></li> </ul>
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Priority Learning Standard(s)	Core Skills, Knowledge, and Understandings Students will...	
	9th & 10th Grade	11th & 12th Grade
<p><b>SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively and build on those of others.</p>	<ul style="list-style-type: none"> <li>• <i>Initiate and participate in a range of discussions about complex topics, texts and issues</i></li> <li>• <i>Prepare for discussions by reading or researching; draw on this during the discussion</i></li> <li>• <i>Refer to evidence to stimulate a thoughtful exchange of ideas</i></li> <li>• <i>Engage in discussions with classmates following norms and build on the ideas of others</i></li> <li>• <i>Work with peers to make decisions like setting goals and deadlines and defining individual roles as needed</i></li> <li>• <i>Listening and respond to questions by elaborating and adding details that contribute to the topic or issue being discussed</i></li> <li>• <i>Pose questions that relate to broader ideas and themes</i></li> <li>• <i>Bring others into the conversation by clarifying, verifying or challenging ideas/conclusions</i></li> <li>• <i>Respond thoughtfully to diverse perspectives; adjust personal views if warranted</i></li> <li>• <i>Make new connections based on evidence and reasoning presented in the discussion</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Initiate and participate in a range of discussions about complex topics, texts and issues</i></li> <li>• <i>Prepare for discussions by reading or researching; draw on this during the discussion</i></li> <li>• <i>Refer to evidence to stimulate a thoughtful exchange of ideas</i></li> <li>• <i>Engage in discussions with classmates following norms and build on the ideas of others</i></li> <li>• <i>Work with peers to make decisions like setting goals and deadlines and defining individual roles as needed</i></li> <li>• <i>Listening and respond to questions by elaborating and adding details that contribute to the topic or issue being discussed</i></li> <li>• <i>Pose questions that relate to broader ideas and themes with reasons and evidence provided</i></li> <li>• <i>Identify and address several positions which may be taken on an issue or topic</i></li> <li>• <i>Bring others into the conversation by clarifying, verifying or challenging ideas/conclusions</i></li> <li>• <i>Synthesize the claims and evidence on all sides of the issue</i></li> <li>• <i>Determine when additional research is needed to strengthen the claims and ideas around an issue</i></li> <li>• <i>Respond thoughtfully to diverse perspectives; adjust personal views if warranted</i></li> </ul>

		<ul style="list-style-type: none"> <li>● <i>Make new connections based on evidence and reasoning presented in the discussion</i></li> </ul>
<p><b>SL 2 &amp; 3</b> Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral) including a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<ul style="list-style-type: none"> <li>● <i>Recognize bias related to the format information is presented in and be able to evaluate credibility, accuracy and relevance of sources</i></li> <li>● <i>Determine and evaluate the speaker’s point(s) of view, reasoning based in evidence and use of rhetoric</i></li> <li>● <i>Identify and evaluate the various types of fallacy and how they provide reasoning or exaggerated or distorted evidence</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Recognize bias related to the format information is presented in and be able to evaluate credibility, accuracy and relevance of sources</i></li> <li>● <i>Identify discrepancies in data and information to solve problems and make decisions</i></li> <li>● <i>Determine and evaluate the speaker’s point(s) of view, reasoning based in evidence and use of rhetoric</i></li> <li>● <i>Assess connections among ideas and how it impacts point of view</i></li> <li>● <i>Assess how diction and tone impact the speaker’s point of view</i></li> </ul>

Priority Learning Standard(s)	Core Skills, Knowledge, and Understandings Students will...	
	9th & 10th Grade	11th & 12th Grade
<p><b>W1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>● <i>Introduce a precise claim that is supported with logical reasons and evidence</i></li> <li>● <i>Supply evidence for both claims and a counterclaims; point out the strengths and limitations of each</i></li> <li>● <i>Anticipate the reader’s level of knowledge and concerns</i></li> <li>● <i>Clearly articulate the relationship among claim(s), counterclaim(s), valid reasons and sufficient evidence</i></li> <li>● <i>Use language when writing arguments that:</i> <ul style="list-style-type: none"> <li>- <i>Is precise, content-specific vocabulary</i></li> <li>- <i>Expresses the complexity of the topic</i></li> <li>- <i>Uses appropriate transitions to make critical connections, create cohesion and clarify relationships between ideas and concepts</i></li> </ul> </li> <li>● <i>Write a concluding statement or section that follows from and supports the argument presented</i></li> <li>● <i>Understand the style and tone of various types of argument writing</i></li> <li>● <i>Make choices about the style and tone that makes a strong argument</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Introduce a precise claim that is supported with logical reasons and evidence</i></li> <li>● <i>Supply mostly relevant evidence for both claims and a counterclaims; point out the strengths and limitations of each</i></li> <li>● <i>Anticipate the reader’s level of knowledge, concerns, values or biases</i></li> <li>● <i>Clearly articulate the relationship among claim(s), counterclaim(s), valid reasons and sufficient evidence</i></li> <li>● <i>Use language when writing arguments that:</i> <ul style="list-style-type: none"> <li>- <i>Is precise, content-specific vocabulary</i></li> <li>- <i>Expresses the complexity of the topic</i></li> <li>- <i>Uses appropriate transitions to make critical connections, create cohesion and clarify relationships between ideas and concepts</i></li> </ul> </li> <li>● <i>Use varied syntax</i></li> <li>● <i>Write a concluding statement or section that follows from and supports the argument presented</i></li> <li>● <i>Understand the style and tone of various types of argument writing</i></li> <li>● <i>Make choices about the style and tone that makes a strong argument</i></li> </ul>
<p><b>W2</b> Write informative/explanatory texts to examine and convey</p>	<ul style="list-style-type: none"> <li>● <i>Introduce and organize complex ideas, concepts and related information logically from various sources together in ways that make important connections and distinctions</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Introduce and organize complex ideas, concepts and related information so that elements build on each other to create a cohesive piece</i></li> </ul>

<p>complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>• <i>Effectively select relevant and sufficient facts, definitions, concrete details, quotations or paraphrased information to develop a topic informed by the audience’s knowledge of the topic</i></li> <li>• <i>Provide analysis of the information cited from sources</i></li> <li>• <i>Synthesize the complexity of the topic and information to effectively inform the reader</i></li> <li>• <i>Include text features, illustrations and multimedia</i></li> <li>• <i>Clearly organized writing using headings, paragraphs and sections</i></li> <li>• <i>Use language that:</i>  <ul style="list-style-type: none"> <li>-<i>Is precise and content-specific</i></li> <li>-<i>Expresses the complexity of the topic</i></li> <li>-<i>Uses transitions to make critical connections/distinctions, create cohesion and connect ideas and concepts</i></li> </ul> </li> <li>• <i>Include a closing statement or section that explains the significance of the information presented</i></li> <li>• <i>Make choices about the style and tone of the writing based on the task or subject</i></li> <li>• <i>Put the skills above together to write an informational/ expository texts that examine and convey complex ideas, concepts and information clearly and accurately</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Effectively introduce, organize and select the most relevant and sufficient facts, definitions, concrete details, quotations or paraphrased information to develop a topic informed by the audience’s knowledge of the topic</i></li> <li>• <i>Write using various literary techniques to elevate the complexity of the writing and express the complexity of the topic</i></li> <li>• <i>Provide analysis of the information cited from sources</i></li> <li>• <i>Synthesize the complexity of the topic and information to effectively inform the reader</i></li> <li>• <i>Include text features, illustrations and multimedia</i></li> <li>• <i>Clearly organized writing using headings, paragraphs and sections</i></li> <li>• <i>Use language that:</i>  <ul style="list-style-type: none"> <li>-<i>Is precise and content-specific</i></li> <li>-<i>Expresses the complexity of the topic</i></li> <li>-<i>Uses transitions and varied syntax to make insightful connections/distinctions, create cohesion and connect ideas and concepts</i></li> </ul> </li> <li>• <i>Include a closing statement or section that explains the significance of the information presented</i></li> <li>• <i>Make choices about the style and tone of the writing based on the task or subject</i></li> <li>• <i>Put the skills above together to write an informational/ expository texts that examine and convey complex ideas, concepts and information clearly and accurately</i></li> </ul>
<p><b>W3</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>• <i>Engage with multiple narrative literary texts to study effective narrative techniques</i></li> <li>• <i>Hook the reader by presenting a problem, conflict, situation or observation, establishing one or more points of view and introducing a narrator and/or characters</i></li> <li>• <i>Use narrative techniques to develop experiences, events and/or characters and sequence events to create cohesion and progressions from one event to another</i></li> <li>• <i>Use precise words/phrases, explicit details and vivid sensory language to convey experiences and events precisely to evoke feeling and capture the reader’s attention</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage with multiple narrative literary texts to study effective narrative techniques</i></li> <li>• <i>Hook the reader by presenting a problem, conflict, situation or observation, establishing one or more points of view and introducing a narrator and/or characters</i></li> <li>• <i>Use narrative techniques to develop experiences, events and/or characters and sequence events to create cohesion and progressions from one event to another</i></li> <li>• <i>Use a variety of techniques within the writing to build toward a particular tone and outcome</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Provide a conclusion that follows and reflects the experiences, observations and conflicts that are resolved during the narrative</li> <li>• Put the skills above together to write narratives with well-structured event sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Use precise words/phrases, explicit details and vivid sensory language to convey experiences and events precisely to evoke feeling and capture the reader's attention</li> <li>• Provide a conclusion that follows and reflects the experiences, observations and conflicts that are resolved during the narrative</li> <li>• Put the skills above together to write narratives with well-structured event sequences</li> </ul>
<p><b>W7</b> Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.</p>	<ul style="list-style-type: none"> <li>• Gather information from multiple texts/sources about a topic</li> <li>• Use advanced searches for research</li> <li>• Assess the usefulness of credible sources In answering research questions</li> <li>• Integrate information into the text selectively to maintain the flow of ideas in a way that avoids plagiarism</li> <li>• Follow standard format for citation</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information from multiple texts/sources about a topic</li> <li>• Use advanced searches for research</li> <li>• Assess the strengths and limitations of credible sources based on the task, purpose and audience</li> <li>• Integrate information into the text selectively to maintain the flow of ideas in a way that avoids plagiarism</li> <li>• Avoid an overreliance on a singular source and ensure a balance of information and ideas from multiple sources</li> <li>• Follow standard format for citation</li> </ul>

Priority Learning Standard(s)	Core Skills, Knowledge, and Understandings Students will...	
	9th & 10th Grade	11th & 12th Grade
<p><b>L1</b> Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.</p>	<p><b>CORE CONVENTIONS SKILLS</b></p> <ul style="list-style-type: none"> <li>• Ensure that pronouns are in the proper case (subjective, objective, and possessive).</li> <li>• Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>• Recognize and correct pronouns that have unclear or ambiguous antecedents.</li> <li>• Explain the function of phrases and clauses in general, as well as in specific sentences.</li> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>• Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>• Explain the function of verbals (gerunds, participles, infinitives).</li> <li>• Form and use verbs in the active and passive voice.</li> <li>• Recognize and correct inappropriate verb shifts.</li> </ul>	
<p><b>L2</b> Demonstrate command of the conventions of academic English capitalization,</p>	<p><b>CORE PUNCTUATION and SPELLING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.</li> <li>• Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> </ul>	

<p>punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• Use an ellipsis to indicate an omission.</li> </ul>	
<p><b>L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<ul style="list-style-type: none"> <li>• <i>Use flexible strategies to determine the meaning of unknown and multiple meaning words and phrases by:</i> <ul style="list-style-type: none"> <li>- <i>Use of context as a clue</i></li> <li>- <i>Identifying and correctly using word patterns</i></li> <li>- <i>Use of Greek and Latin affixes and roots</i></li> <li>- <i>Consulting general and specialized reference materials</i></li> <li>- <i>Verifying initial determination of a word’s meaning</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use flexible strategies to determine the meaning of unknown and multiple meaning words and phrases by:</i> <ul style="list-style-type: none"> <li>- <i>Use of context as a clue</i></li> <li>- <i>Identifying and correctly using word patterns</i></li> <li>- <i>Use of Greek and Latin affixes and roots</i></li> <li>- <i>Consulting general and specialized reference materials</i></li> <li>- <i>Verifying initial determination of a word’s meaning</i></li> </ul> </li> </ul>
<p><b>L6</b> Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• <i>Build grade-level academic vocabulary that includes content-specific words as well as words used across content areas</i></li> <li>• <i>Independently apply vocabulary knowledge to consider words/phrases that are important for comprehension or expression</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Build grade-level academic vocabulary that includes content-specific words as well as words used across content areas</i></li> <li>• <i>Independently apply vocabulary knowledge to consider words/phrases that are important for comprehension or expression</i></li> </ul>