

# Kindergarten

LA.0.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
LA.0.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
LA.0.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
LA.0.1.3	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.
LA.0.1.5	Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.
LA.0.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA.0.1.6	Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
CP	K	The learner will identify parts of a book and explain their functions.	0.1.1.c	M							
CP	K	The learner will demonstrate knowledge that print reads from left to right, top to bottom, front to back.	0.1.1.d	M							
CP	K	The learner will explain that the purpose of print is to carry information.	0.1.1.e	M							
CP	K	The learner will identify roles of author/illustrator.	0.1.1.c	M							
CP	K	The learner will demonstrate understanding that letters make up words and words make up sentences.	0.1.1.g	M							
CP	K	The learner will identify punctuation marks ( , . ! ? ).	0.1.1.b	P							
CP	K	The learner will demonstrate voice to print match (Student points to print as someone reads).	0.1.1.f	P							
CP	K	The learner will identify variations in print (bold, font size, all capitals).	0.1.1.a	I							
PA	K	The learner will identify and produce oral rhymes.	0.1.2.c	M							
PA	K	The learner will segment spoken sentences into words.	0.1.2.b	M							
PA	K	The learner will blend and segment syllable sounds in spoken words (ta-ble = table table = table).	0.1.2.d	M							
PA	K	The learner will will blend and segment spoken onsets and rimes to form simple words (b-at c-at).	0.1.2.e	M							
PA	K	The learner will blend phonemes in spoken words. Beginning, middle, and ending sounds (c-at = cat)	0.1.2.a	M							
PA	K	The learner will segment phonemes in spoken words (cat = c-a-t)	0.1.2.a	M							
WA	K	The learner will identify upper and lowercase letters.		M							
WA	K	The learner will match sounds to letters.	0.1.3.a	M							
WA	K	The learner will read district adopted high frequency words.	0.1.3.c	M							
WA	K	The learner will blend and read phonetically regular vowel-consonant, consonant-vowelconsonant (short vowel) words.	0.1.3.c	I							
WA	K	The learner will write words using phonetic knowledge.	0.1.3	I							
WA	K	The learner will recognize known words in connected text (environmental print, names).	0.1.3.c	M							
WA	K	The learner will identify similarities and differences in written words (onset, rime).	0.1.3.b	I							

F	K	The learner will read letter names fluently.	0.1.4	M							
F	K	The learner will read letter sounds fluently.	0.1.4	M							
V	K	The learner will determine word meaning using the knowledge of plurals.	0.1.5.a	I							
V	K	The learner will determine word meaning using knowledge of compound words .	0.1.5.a	I							
V	K	The learner will determine word meaning using photos, illustrations, and titles.	0.1.5.e	I							
C	K	The learner will identify the story elements (characters, setting, and events).	0.1.6.b	I							
C	K	The learner will answer who, what, where questions after listening to a selection.	0.1.6.i	P							
C	K	The learner will use the title and other text features to gain information.	0.1.6.f	I							
C	K	The learner will make predictions based on the text.	0.1.6.n	I							
C	K	The learner will demonstrate basic knowledge of different genres reality and fantasy.	0.1.6.g	I							
C	K	The learner will make connections between text and real life.	0.1.6.h	I							

LA0.2	Writing: Students will learn and apply writing skills and strategies to communicate.										
LA 0.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.										

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Process	K	The learner will generate ideas as a group.	0.2.1.a	I							
Process	K	The learner will generate pictures, words, or sentences relevant to a topic.	0.2.1.b	I							
Process	K	The learner will write sentences as a group.	0.2.1.c	M							
Process	K	The learner will use correct capitals in group sentences. (chart work)	0.2.1.h	M							
Process	K	The learner will revise sentences as a group. (chart work)	0.2.1.e	M							
Process	K	The learner will write a simple sentence on a given topic.	0.2.1.d	I							
Process	K	The learner will write with correct capitals at the beginning of the sentence and on names.	0.2.1.h	I							
Presentation	K	The learner will write with correct spacing between words.	0.2.1.j	I							
Presentation	K	The learner will write with correct punctuation (. ! ?)	0.2.1.h	I							
Process	K	The learner will participate in group editing activities.	0.2.1.h	M							
Process	K	The learner will tell ideas in their own words.	0.2.1.i	M							
Process	K	The learner will provide descriptive feedback to other writers	0.2.1.f	I							
Process	K	The learner will increase the length of writing tasks. (words to phrases to single sentences to multiple sentences on the same topic)	0.2.1.g	I							
Grammar	K	The learner will identify a sentence.	0.2.1.d	I							
Grammar	K	The learner will identify nouns and verbs.	0.2.1.h	I							
Grammar	K	The learner will identify punctuation marks (. ? !)	0.2.1.h	I							

Writing Modes	LA 0.2.2	Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.									
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Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Modes	K	The learner will write using descriptive words.	0.2.2.a	I							
Modes	K	The learner will provide evidence from selections read to the class to support ideas and opinions.	0.2.2.b	I							

Modes	K	The learner will conduct group research to answer questions and solve problems.	0.2.2.c	I								
Modes	K	The learner will publish and share group research results. (chart work, pictures)	0.2.2.c	I								
Modes	K	The learner will use appropriate vocabulary for the situation. (science words, social studies ex. safety signs)	0.2.2.d	I								
Modes	K	The learner will look at examples of good writing to create their own.	0.2.2.e	I								
LA 0.3	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.											
LA 0.3.1	Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.											
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions	
					Dates of Instruction	Dates of Assessment	Formative	Summative				
Speaking	K	The learner will communicate ideas using complete sentences and proper grammar.	0.3.1.a	P								
Speaking	K	The learner will demonstrate appropriate eye contact and volume while speaking.	0.3.1.b	P								
Speaking	K	The learner will utilize visual tools to support verbal communication. (Using posters, calendars, pictures in books, and other visual aids in classroom.)	0.3.1.c	P								
Speaking	K	The learner will ask questions to acquire information.	0.3.1.e	P								
LA 0.3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.											
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions	
					Dates of Instruction	Dates of Assessment	Formative	Summative				
Listening	K	The learner will use active listening skills. (eye contact, not talking while the speaker is talking, appropriate nonverbal cues and responses)	0.3.2.a	P								
Listening	K	The learner will identify the purpose of information being presented.	0.3.2.b	P								
Listening	K	The learner will complete a task following one/two step directions.	0.3.2.c	P								
LA 0.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.											
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions	
					Dates of Instruction	Dates of Assessment	Formative	Summative				
Reciprocal	K	The learner will demonstrate appropriate social norms/etiquette when communicating.	0.3.3.a	P								
Reciprocal	K	The learner will demonstrate awareness of the use of words. (teach kids how certain words may offend others)	0.3.3.b	P								
Reciprocal	K	The learner will apply conversation strategies to consider new information or ideas that others have.	0.3.3.c	P								
Reciprocal	K	The learner will respond to information with a variety of strategies such as asking questions or summarizing. (This will show that they listened and can share what they learned by speaking.)	0.3.3.d	P								
Reciprocal	K	The learner will work with peers and build upon each other's ideas to express ideas or views.	0.3.3.e	P								
LA 0.5	Multiple Literacies: Students will apply information fluency and practice digital citizenship.											
LA 0.5.1	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).											
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions	
					Dates of Instruction	Dates of Assessment	Formative	Summative				

LA 0.5.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.									
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# 1st Grade

	Reading: Students will learn and apply reading skills and strategies to comprehend text.																			
LA.1.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.																			
LA.1.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.																			
LA.1.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.																			
LA.1.1.5	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.																			
LA.1.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.																			
LA.1.1.6	Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.																			

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Concepts of Print	1	The learner will identify punctuation (. ! , ? " ")	1.1.1b	M							
Concepts of Print	1	The learner will identify variations in print (italic, bold, font size, all ca	1.1.1a	P							
Concepts of Print	1	The learner will identify parts of a book. (title page, author, illustrator, table of contents)	1.1.1.c	R							
Concepts of Print	1	The learner will demonstrate voice to print match. (students point to words while reading)	1.1.1.f	R							
Concepts of Print	1	The learner will demonstrate understanding that letters make up words and words make up sentences.	1.1.1.g	R							
PA	1	The learner will blend sounds to read words.	1.1.2.a	P							
PA	1	The learner will segment spoken sentences into words.	1.1.2.b	R							
PA	1	The learner will identify and produce oral rhymes.	1.1.2.c	R							
PA	1	The learner will blend and segment syllable sounds in spoken words.	1.1.2.a	R							
PA	1	The learner will blend and segment phonemes.	1.1.2.a	R							
PA		The learner will add phonemes to make new words. (Example add "c" to lap)	1.1.2.a	M							
PA		The learner will substitute phonemes to make new words. (Example change t to n)	1.1.2.a	M							
WA	1	The learner will read L-S correspondence. (1/sec.)	1.1.3.a	R							
WA	1	The learner will blend and read words progressing in difficulty from CVC to words with multiple consonants and stop sounds.	1.1.3.a	M							
PA	1	The learner will blend sounds to read words.	1.1.2.a	P							
WA	1	The learner will read the district adopted High Frequency words.	1.1.3.c	M							
WA	1	The learner will read common compound words.	1.1.3.b	I							
WA	1	The learner will read common contractions.	1.1.3.b	I							
WA	1	The learner will read words with endings. (-s, -es, -ing, -ed)	1.1.3.a	I							
WA	1	The learner will read words in connected text at grade level.	1.1.3.c	M							
WA	1	The learner will spell single syllable phonetically regular words.	1.1.3.c	M							
WA	1	The learner will spell High Frequency words.		M							
WA	1	The learner will identify word structure to read text (onset & rimes).	1.1.3.b	P							
WA	1	The learner will blend and read multisyllabic words(up to 3 syllables).	1.1.3.c	I							
F	1	The learner will read 150 High Frequency words (1 sec/word).		M							
F	1	The learner will read with expression when reading orally.	1.1.4.b	I							
F	1	The learner will respond correctly to punctuation when reading.	1.1.4.b	I							
F	1	The learner will read accurately.	1.1.4.b	P							

F	1	The learner will read from 53 to 82 words per minute. (Tindal/Hasbrouck spring 50th to 75th %ile)		M							
V	1	The learner will apply knowledge of plurals to help determine word meaning	1.1.5.a	P							
V	1	The learner will apply knowledge of base words to determine word meaning	1.1.5.a	I							
V	1	The learner will determine word meaning using illustrations, photos, titles	1.1.5.b	P							
V	1	The learner will apply knowledge of compound words to determine word meaning in context	1.1.5.a	P							
V	1	The learner will use context clues to help determine the meaning of unknown words.	1.1.5.b	I							
V	1	The learner will learn new academic or content specific grade level vocabulary and use in new situations. (example: science and social studies words)	1.1.5.c	M							
V	1	The learner will distinguish correct meaning of homophones.	1.1.5.d	I							
V	1	The learner will identify the relationship of antonyms.	1.1.5.d	I							
C	1	The learner will identify author, illustrator, and author's purpose. (explain, entertain, inform)	1.1.6.a	I							
C	1	The learner will identify elements of narrative text (characters, setting, events).	1.1.6.b	P							
C	1	The learner will identify sequence in a text.	1.1.6.j	I							
C	1	The learner will gain information about the text from titles and text features.	1.1.6.f	P							
C	1	The learner will determine the difference between reality and fantasy in a grade level text.	1.1.6.g	P							
C	1	The learner will make connections between the text and real life.	1.1.1.h	P							
C	1	The learner will answer who, what, when, where questions.	1.1.6.i	P							
C	1	The learner will make and verify predictions based on information in text.	1.1.1.6.n	P							

LA 1.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 1.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Process	1	The learner will generate ideas as a group.	1.2.1.a	P							
Process	1	The learner will create a class generated draft that has a clear topic and has a beginning, middle, and an end.	1.2.1.b	I							
Modes	1	The learner will write using descriptive words.	1.2.2.a	P							
Modes	1	The learner will provide evidence from selections read to the class to support ideas and opinions.	1.2.2.b	P							
Modes	1	The learner will conduct group research to answer questions and solve problems.	1.2.2.c	P							
Modes	1	The learner will publish and share group reasearch results. (chart work, pictures)	1.2.2.c	P							
Process	1	The learner will write with correct capitals at the beginning of the sentence and on names.	1.2.1.h	P							
Process	1	The learner will write with correct spacing between words.	1.2.1.j	P							
Process	1	The learner will write with correct punctuation. (. ! ?)	1.2.1.h	P							
Process	1	The learner will write 3 sentences on the same topic.	1.2.1.d	P							
Process	1	The learner will provide descriptive feedback to other writers. (Discuss writing with a partner.)	1.2.1.f	P							
Process	1	The learner will use neat and legible printing.	1.2.1.j	P							
Process	1	The learner will increase the length of writing tasks. (single sentences to multiple sentences on the same topic)	1.2.1.g	P							
Process	1	The learner will tell and write information in his/her own words.	1.2.1.i	I							

Process	1	The learner will revise sentences using feedback from others.	1.2.1.e	I										
Grammar	1	The learner will identify a sentence.	1.2.1.d	P										
Grammar	1	The learner will identify nouns and verbs.	1.2.1.h	P										
Grammar	1	The learner will identify punctuation marks (. ? !)	1.2.1.h	P										
Process	1	The learner will gather relevant information to answer a question or support an idea.	1.2.1.c	I										
Modes	1	The learner will write using descriptive words.	1.2.2.a	P										
Modes	1	The learner will provide evidence from selections read to the class to support ideas and opinions.	1.2.2.b	P										
Modes	1	The learner will conduct group research to answer questions and solve problems.	1.2.2.c	P										
Modes	1	The learner will publish and share group research results. (chart work, pictures)	1.2.2.c	P										
Modes	1	The learner will use appropriate vocabulary for the situation. (example: science words, social studies words)	1.2.2.d	P										
Modes	1	The learner will look at examples of good writing to create their own.	1.2.2.e	P										
LA0.2		Writing: Students will learn and apply writing skills and strategies to communicate.												
LA 0.2.1		Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.												
LA 1.2.2		Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.												
LA 1.3		Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.												
LA 1.3.1		Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.												
<b>Strand / Concepts</b>	<b>Grade Level</b>	<b>Objectives</b>	<b>Standard</b>	<b>Level</b>	<b>Opportunity to Learn</b>		<b>Assessment</b>		<b>Teacher Resources</b>	<b>Essential Vocabulary</b>	<b>Interventions</b>			
					<b>Dates of Instruction</b>	<b>Dates of Assessment</b>	<b>Formative</b>	<b>Summative</b>						
Speaking	1	The learner will communicate ideas using complete sentences and proper grammar.	1.3.1.a	P										
Speaking	1	The learner will demonstrate appropriate eye contact and volume while speaking.	1.3.1.b	P										
Speaking	1	The learner will utilize visual tools to support verbal communication. (Using posters, calendars, pictures in books, and other visual aids in classroom.)	1.3.1.c	P										
Speaking	1	The learner will ask questions to acquire information.	1.3.1.e	P										
LA 1.3.2		Listening: Students will develop and demonstrate active listening skills across a variety of situations.												
<b>Strand / Concepts</b>	<b>Grade Level</b>	<b>Objectives</b>	<b>Standard</b>	<b>Level</b>	<b>Opportunity to Learn</b>		<b>Assessment</b>		<b>Teacher Resources</b>	<b>Essential Vocabulary</b>	<b>Interventions</b>			
					<b>Dates of Instruction</b>	<b>Dates of Assessment</b>	<b>Formative</b>	<b>Summative</b>						
Listening	1	The learner will use active listening skills. (eye contact, not talking while the speaker is talking, appropriate nonverbal cues and responses)	1.3.2.a	P										
Listening	1	The learner will identify the purpose of information being presented.	1.3.2.b	P										
Listening	1	The learner will complete a task following one/two step directions.	1.3.2.c	P										
LA 1.3.3		Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.												
<b>Strand / Concepts</b>	<b>Grade Level</b>	<b>Objectives</b>	<b>Standard</b>	<b>Level</b>	<b>Opportunity to Learn</b>		<b>Assessment</b>		<b>Teacher Resources</b>	<b>Essential Vocabulary</b>	<b>Interventions</b>			
					<b>Dates of Instruction</b>	<b>Dates of Assessment</b>	<b>Formative</b>	<b>Summative</b>						



# 2nd Grade

LA.2.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
LA.2.1.1	Mastered in Grade 1 and blended with other skills at this grade level.
LA.2.1.2	Mastered in Grade 1 and blended with other skills at this grade level.
LA.2.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
LA.2.1.5	Fluency: Students will develop accuracy, appropriate pace, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
LA.2.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA.2.1.6	Comprehension: Students will construct meaning by using prior knowledge and text information to monitor comprehension while reading grade-level literary and informational text.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
WA	2	The learner will read compound words and define in context.	2.1.3.b	P							
WA	2	The learner will read word with contractions.	2.1.3.b	M							
WA	2	The learner will read words with endings s, es, ing, ed.	2.1.3.b	P							
WA	2	The learner will read words with suffixes: er, est, ly	2.1.3.b	I							
WA	2	The learner will identify and read words with blends.	2.1.3.b	M							
WA	2	The learner will read words with diagraphs and diphthongs.	2.1.3.a	P							
WA	2	The learner will read words with prefixes un, re and dis.	2.1.3.b	I							
WA	2	The learner will blend and read multisyllabic words.	2.1.3.a	P							
WA	2	The learner will read words that show possession.		P							
WA	2	The learner will use open/closed syllables to pronounce words.	2.1.3.b	I							
WA	2	The learner will read and write district adopted high frequency words.	2.1.3.c	M							
WA	2	The learner will monitor the accuracy of decoding words at grade level.	2.1.3.c	P							
F	2	The learner will read phrases, clauses and sentences in a natural, expressive way to support comprehension.	2.1.4.b	P							
F	2	The learner will read high frequency words automatically and accurately	2.1.4	P							
F	2	The learner will read at an appropriate pace to gain the meaning of text.	2.1.4.b	P							
F	2	The learner will read with correct volume, expression, and emphasis in regards to punctuation.	2.1.4	P							
F	2	The learner will read words of a text accurately, at the rate of 89 - 117 words per minute, which is the 50% - 75% of the 2006 Hasbrock and Tindal Oral Reading Fluency Data.	2.1.4	M							
V	2	The learner will select and apply vocabulary strategies: context clues and word structure.	2.1.5.b	P							



C	2	The learner will apply reading strategies to monitor and clarify, monitor and adjust reading speed, summarize, visualize, predict, ask questions, and make connections in selected text.	2.1.6.j	P							
C	2	The learner will identify the purpose for reading a variety of text: to gain information, for pleasure or for understanding.	2.1.6.k	P							
C	2	The learner will use comprehension skills to better understand all fiction and non fiction texts, including: drawing conclusions, making inferences, cause and effect, fact and opinion, compare and contrast, classify and categorize, and sequencing.	2.1.6.j	P							
C	2	The learner will answer all levels of questioning and support their answers with experiences or information from the text.	2.1.6.i	P							
C	2	The learner will recall prior knowledge to make connections to text.	2.1.6.l	P							
C	2	The learner will monitor and clarify and adjust reading speed for comprehension when meaning is unclear.	2.1.6.m	P							
C	2	The learner will browse selections for clues to make and confirm predictions before, during, and after reading.	2.1.6.n	P							
C	2	The learner will respond to text verbally, in writing, or in some other creative or artistic manner.	2.1.6.o	P							

LA 2.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 2.2.1

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Process	2	The learner will generate ideas and use graphic organizers to support them.	2.2.1.a	I							
Process	2	The learner will create a class generated draft that has a clear topic and has a beginning, middle, and an end.	2.2.1.b	P							
Process	1	The learner will gather relevant information to answer a question or support an idea.	1.2.1.c	P							
Process	2	The learner will write 3 sentences on the same topic.	2.2.1.d	I							
Process	2	The learner will revise to make their writing more interesting.	2.2.1.e	P							
Process	2	The learner will provide descriptive feedback to other writers. (Discuss writing with a partner.)	2.2.1.f	P							
Process	2	The learner will increase the length of writing tasks. (single sentences to multiple sentences on the same topic)	2.2.1.g	P							
Process	2	The learner will write with correct capitals at the beginning of the sentence and on names.	2.2.1.h	P							
Process	2	The learner will write with correct spacing between words.	2.2.1.j	P							
Process	2	The learner will write with correct punctuation. ( . ! ? )	2.2.1.h	P							
Process	2	The learner will tell and write information in his/her own words.	2.2.1.i	P							
Process	2	The learner will use neat and legible printing.	2.2.1.j	P							
Grammar (Sentences)	2	The learner will identify a sentence.	2.2.1.d	P							
Grammar (Parts of Speech)	2	The learner will identify and use nouns, verbs, and adjectives in sentences.	2.1.2.d	I							
Grammar (Mechanics)	2	The learner will use correct punctuation according to the sentence type.	2.1.2.h	I							





3rd Grade													
LA.3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.												
LA.3.1.1	Mastered in Grade 1 and blended with other skills at this grade level.												
LA.3.1.2	Mastered in Grade 1 and blended with other skills at this grade level.												
LA.3.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.												
LA.3.1.5	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.												
LA.3.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.												
LA.3.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.												

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
word analysis	3	The learner will identify compound words		M							
word analysis	3	The learner will identify contractions	3.1.3.b	M							
word analysis	3	The learner will read words with suffixes: es, s, ing, ed, er, est,ly	3.1.3.b	P							
word analysis	3	The learner will read words with suffix "y"	3.1.3.b	M							
word analysis	3	The learner will read words with prefixes un and re	3.1.3.b	P							
word analysis	3	The learner will decode multisyllabic words	3.1.3.a	P							
word analysis	3	The learner will read words that show possession and plural words		P							
fluency		The learner will read phrases, clauses and sentences with appropriate natural language with respect to text and to increase stamina	3.1.4.a and b	P							
fluency	3	The learner will read with correct volume, expression, and emphasis and pause at the end of sentences, where commas are found, and after introductory words		P							
fluency	3	The learner will read at an appropriate pace based on text complexity while reading orally to enhance the meaning of text	3.1.4.b	P							
fluency	3	The learner will read words of a text accurately, at the rate of 107 - 137 words per minute, which is the 50% - 75% of the 2006 Hasbrock and Tindal Oral Reading Fluency Data		M							
fluency	3	The learner will read the district adopted third grade high frequency words fluently		M							
vocab	3	The learner will select and apply vocabulary strategies, context clues and word structure	3.1.5.b	P							
vocab	3	The learner will use word structure to determine meanings of: contractions, plurals versus singular words, possessives, abbreviations, parts of speech and compound words	3.1.5.a	P							
vocab	3	The learner will use word structure to determine the meaning of words with prefixes and suffixes s, es, ing, ed, er, est, ly and y	3.1.5.a	P							
vocab	3	The learner will use a dictionary, print or digital, to determine word meaning	3.1.5.e	I							
vocab	3	The learner will distinguish correct usage and meaning of homophones and homographs	3.1.5.d	P							
vocab	3	The learner will identify the relationships of synonyms and antonyms in text	3.1.5.d	P							
vocab	3	The learner will determine meaning of multi-meaning words in context	3.1.5.d	P							
vocab	3	The learner will demonstrate and apply knowledge of words in grade level text	3.1.5.c	P							
comp	3	The learner will identify author's purpose as explain, inform, persuade, or entertain	3.1.6.a	P							
comp	3	The learner will recognize elements of fictional text, including characters, setting, plot, events, solution and point of view	3.1.6.b	P							
comp	3	The learner will summarize a narrative text		P							

comp	3	The learner will identify and explain meanings of various literary devices such as: similes, metaphors, personification, onomatopoeia, alliteration, etc	3.1.6.c	P									
comp	3	The learner will identify the main idea, topic, and supporting details in nonfictional text	3.1.6.e	P									
comp	3	The learner will summarize the main idea in nonfictional text	3.1.6.d	P									
comp	3	The learner will identify the theme of a fictional text	3.1.6.d	I									
comp	3	The learner will read and interpret text features such as table of contents, index and glossary	3.1.6.f	P									
comp	3	The learner will read and interpret text features such as maps, charts, illustrations, and captions	3.1.6.f	P									
comp	3	The learner will respond to text in a variety of ways that may include writing, verbal response, or other artistic or creative means of responding	3.1.6.o	P									
comp	3	The learner will define characteristics of and identify various genres such as: poetry, folktale, historical fiction, biography, fairy tale, and expository text	3.1.6.g	P									
comp	3	The learner will distinguish between fiction and non fiction	3.1.6.g	P									
comp	3	The learner will examine text to construct a world wide multi cultural perspective	3.1.6.h	P									
comp	3	The learner will apply reading strategies of reread, monitor and adjust reading speed, summarize, visualize, predict, ask and answer questions, and make connections in selected text	3.1.6.m	P									
comp	3	The learner will explain the purpose for reading a variety of text: to gain information, for pleasure or for understanding	3.1.6.k	P									
comp	3	The learner will use comprehension skills to better understand all fiction and non fiction texts, including: drawing conclusions, making inferences, cause and effect, fact and opinion, compare and contrast, classify and categorize, and sequencing	3.1.6.j	P									
comp	3	The learner will recognize organizational patterns in text such as: sequential, compare and contrast, cause and effect, and description	3.1.6.j	P									
comp	3	The learner will construct or answer all levels of questioning and support their answers with text evidence or inferential clues	3.1.6.i	P									
comp	3	The learner will make connections to text through text to text, text to self, and text to world	3.1.6.l	P									
comp	3	The learner will preview a reading selection for clues, make predictions based on headings, pictures and personal experiences before, during and after reading	3.1.6.n	P									
comp	3	The learner will make connections or comparisons between a text and a visual presentation or performance	3.1.6.p	P									

LA 3.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Process	3	The learner will use prewriting activities to generate ideas and organize information using planners or graphic organizers.	3.2.1.a	P							
Process	3	The learner will write a rough draft that includes the designated parts or features of the mode of writing you are addressing.	3.2.b	I							
Process	3	The learner will revise their rough draft or writing to improve and clarify ideas and make their writing more interesting to the reader.	3.2.1.e	P							
Process	3	The learner will proofread and edit their writing for mistakes in areas such as spelling, punctuation, capitalization, grammar, and sentence structure and format.	3.2.1.h	P							
Process	3	The learner will publish their writing in a legible document with minimal errors.	3.2.1.j	P							
Process	3	The learner will choose a strong topic to generate a piece of writing that is clear, focused and has interesting, strong supporting details.	3.2.1.b	I							
Process	3	The learner will organize their writing to include a beginning, middle and end and a focused closure.	3.2.1.b	I							
Process	3	The learner will generate a variety of carefully chosen words to create strong, vivid images in their writing.	3.2.2.d	I							



Grammar (Mechanics)	3	The learner will use basic quotations in dialogue.	3.2.1.d	I									
Spelling	3	The learner will correctly spell words most commonly used in writing.	3.2.1.h	P									
Spelling	3	The learner will spell words using a variety of strategies such as breaking the word into syllables, identifying prefixes and suffixes and using phonics rules.	3.2.1.h	P									
LA 3.2.2	Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.												
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions		
					Dates of Instruction	Dates of Assessment	Formative	Summative					
Modes	3	The learner will write a personal narrative with a beginning, middle and end.	3.2.1.g 3.2.2.a	I									
Modes	3	The learner will write a personal letter which includes the heading (date), greeting, body, closing and signature.	3.2.1.g 3.2.2.a	I									
Modes	3	The learner will write an expository piece in which they gather, use and cite relevant information from a variety of sources.	3.2.1.g 3.2.1.i 3.2.1.c 3.2.2.a 3.2.2.b 3.2.2.c	I									
Modes	3	The learner will write poetry using a variety of patterns or types.	3.2.1.g 3.2.2.a	I									
Modes	3	The learner will use exemplar pieces while writing, when applicable.	3.2.2.e	I									
LA 3.3	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.												
LA 3.3.1	Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.												
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions		
					Dates of Instruction	Dates of Assessment	Formative	Summative					
Speaking	3	The learner will communicate ideas and information in a clear manner with respect to purpose, setting and audience. (examples might include: sharing time, sharing a report or story with the class)	3.3.1.a	P									
Speaking	3	The learner will demonstrate appropriate speaking techniques such as: eye contact, clear voice and appropriate volume.	3.3.1.b	P									
Speaking	3	The learner will use visual tools to enhance a spoken presentation	3.3.1.c	P									
Speaking	3	The learner will convey a perspective or opinion. An example might include asking students to share their opinion on a debatable topic (give them a beginning sentence starter... I feel that _____ because _____)	3.3.1.d	P									
Speaking	3	The learner will ask questions to acquire information.	3.3.1.e										
LA 3.3.2	Listening: Students will develop and apply active listening skills across a variety of situations.												
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions		
					Dates of Instruction	Dates of Assessment	Formative	Summative					
Listening	3	The learner will demonstrate active listening skills	3.3.2.a	P									
Listening	3	The learner will identify the purpose of information being presented	3.3.2.b	P									
Listening	3	The learner will complete a task following multi step directions	3.3.2.c	P									
LA 3.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.												
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions		
					Dates of Instruction	Dates of Assessment	Formative	Summative					

Reciprocal	3	The learner will demonstrate appropriate social norms/etiquette when communicating	3.3.3.a	P								
Reciprocal	3	The learner will demonstrate awareness of the use of words (teach kids how certain words may offend others)	3.3.3.b	P								
Reciprocal	3	The learner will apply conversation strategies to consider new information or ideas that others have	3.3.3.c	P								
Reciprocal	3	The learner will respond to information with a variety of strategies such as asking questions or summarizing (this will show that they listened and can share what they learned by speaking)	3.3.3.d	P								
Reciprocal	3	The learner will work with peers and build upon each other's ideas to express ideas or views	3.3.3.e	P								
LA 3.5	Multiple Literacies: Students will apply information fluency and practice digital citizenship.											
LA 3.5.1	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).											
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions	
					Dates of Instruction	Dates of Assessment	Formative	Summative				
Info Fluency		Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understanding (this will be used in writing expository text)	3.4.1.a	P								
Info Fluency		With guidance, demonstrate ethical use of information and copyright guidelines by encouraging students to use their own words and cite information in a simple but appropriate manner. (use in writing expository text)	3.4.1.b	P								
Info Fluency		Use and decipher different text styles such as print, digital, cursive, etc (do this continually throughout the year)	3.4.1.c	P								
LA 3.5.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.											

4th Grade											
		Reading: Students will learn and apply reading skills and strategies to comprehend text.									
LA.4.1.1		Mastered in Grade 1 and blended with other skills at this grade level.									
LA.4.1.2		Mastered in Grade 1 and blended with other skills at this grade level.									
LA.4.1.3		Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.									
LA.4.1.4		Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.									
LA.4.1.5		Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.									
LA.4.1.6		Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.									
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Word Analysis	4	The learner will construct and choose correct contractions based on context		R							
Word Analysis	4	The learner will read and identify words with prefixes and suffixes	4.1. 3 b	M							
Word Analysis	4	The learner will identify common roots in context vocabulary	4.1.3.a	P							
Word Analysis	4	The learner will decode multisyllabic words	4.1.3.b	P							
Fluency	4	The learner will read with correct volume, expression, and emphasis based on punctuation.		P							
Fluency	4	The learner will read at an appropriate pace, based on text complexity, while reading orally to enhance the meaning of text	4.1.4 b	P							
Fluency	4	The learner will read words of a text accurately, at the rate of 123-155 wcpm which is the 50%-75% of the 2006 Hasbrock and Tindal Oral Reading Fluency Data		M							
Fluency	4	The learner will read phrases, clauses and sentences with appropriate natural language with respect to text and increasing stamina	4.1.4 a	P							
Vocabulary	4	The learner will select and apply vocabulary strategies at grade level (context clues and word structure)	4.1.5 b	P							
Vocabulary	4	The learner will learn the meaning of affixes to define words	4.1.5 a	P							
Vocabulary	4	The learner will apply knowledge of possessives, plurals, contractions, base/root words, and parts of speech to define words in text	4.1.5 a	P							
Vocabulary	4	The learner will use a dictionary (print or digital) to determine word meaning	4.1.5.e	P							
Vocabulary	4	The learner will distinguish correct usage and meaning of homophones and homographs	4.1.5.d	P							
Vocabulary	4	The learner will identify the relationships of synonyms and antonyms in text	4.1.5. d	P							
Vocabulary	4	The learner will determine meaning of multi-meaning words	4.1.5. d	P							
Vocabulary	4	The learner will demonstrate and apply knowledge of words in grade level text	4.1.5 c	P							
Comp	4	The learner will identify point of view to assist in understanding text (1st Person/Third Person)	4.1. 6 b	I							
Comp	4	The learner will identify author's purpose to assist in understanding of text (inform, entertain, persuade, explain) and describe how author's perspective influences text.	4.1.6 a	P							
Comp	4	The learner will describe how author's perspective influences text: bias, belief, assumption	4.1. 6 a	I							





Grammar (Mechanics)	4	The learner will use correct punctuation, according to the sentence type. Examples: Put a question mark at the end of a question, put an exclamation point at the end of an exclamatory sentence, etc.	4.2.1.d	P								
Grammar (Mechanics)	4	The learner will capitalize proper nouns and use capital letters at the beginning of sentences.	4.2.1.d 4.2.1.h	M								
Grammar (Mechanics)	4	The learner will capitalize and punctuate initials and abbreviations.	4.2.1.d 4.2.1.h	P								
Grammar (Mechanics)	4	The learner will use contractions correctly and punctuate them appropriately.	4.2.1.d 4.2.1.h	M								
Grammar (Mechanics)	4	The learner will use commas correctly in a series.	4.2.1.d	P								
Grammar (Mechanics)	4	The learner will use commas correctly after introductory words.	4.2.1.d	P								
Grammar (Mechanics)	4	The learner will use basic quotations in dialogue.	4.2.1.d	P								
Spelling	4	The learner will correctly spell words most commonly used in writing.	4.2.1.h	P								
Spelling	4	The learner will spell prefixes and suffixes (introduced through the REWARDS program)	4.2.1.h	P								
Spelling	4	The learner will apply sound spelling patterns and rules to correctly spell words.	4.2.1.h	P								

LA 4.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Mode	4	Students will write a personal narrative with a beginning, middle and end.	4.2.2.a	M							
Mode	4	Students will use journaling and blogging to share ideas and perspectives.	4.2.1.g, 4.2.2.a, 4.2.2.b, 4.2.1.f 4.4.2.b	P							
Mode	4	Students will write poetry of different styles and types.	4.2.2.a	P							

LA 4.3 Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

LA 4.3.1 Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Speaking	4	The learner will communicate ideas clearly and demonstrate appropriate speaking techniques	4.3.1.a 4.3.1.b	P							
Speaking	4	The learner will utilize visual tools to enhance verbal communication (using apps to present)	4.3.1.c	P							
Speaking	4	The learner will convey a perspective with clear support and ask pertinent questions to acquire or clarify information.	4.3.1.d, 4.3.1.e	P							

LA 4.3.2 Listening: Students will develop and apply active listening skills across a variety of situations.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources
					Dates of Instruction	Dates of Assessment	Formative	Summative	
Listening	4	The learner will demonstrate appropriate listening skills for multiple situations.	4.3.2.a	P					
Listening	4	The learner will complete a task following multi-step directions.	4.3.2.c	P					



# 5th Grade

LA 5.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
LA 5.1.1	Mastered in Grade 1 and blended with other skills at this grade level.
LA.5.1.2	Mastered in Grade 1 and blended with other skills at this grade level.
LA.5.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
LA.5.1.4	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
LA.5.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA.5.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Word Analysis	5	The learner will construct and choose correct contractions based on context		R							
Word Analysis	5	The learner will read and identify words with prefixes and suffixes	5.1.3 a	R							
Word Analysis	5	The learner will identify common roots, both Greek and Latin, in context vocabulary	5.1.3 a	P							
Word Analysis	5	The learner will decode grade level multisyllabic words	5.1.3 a	P							
Fluency	5	The learner will read with correct volume, expression, and emphasis.		P							
Fluency	5	The learner will read words of a text accurately, at the rate of 139-168 wcpm which is the 50%-75% of the 2006 Hasbrock and Tindal Oral Reading Fluency Data		M							
Fluency	5	The learner will adjust oral and silent reading pace based on purpose, form or style to increase stamina	5.1.3 a & b	P							
Vocabulary	5	The learner will select and apply vocabulary strategies at grade level (context clues and word structure)	5.1.5 b	P							
Vocabulary	5	The learner will learn the meaning of affixes to define words	5.1.5 a	P							
Vocabulary	5	The learner will apply knowledge of possessives, plurals, contractions, base/root words, analogies and parts of speech to define words in text	5.1.5 a	P							
Vocabulary	5	The learner will use a dictionary (print or digital) to determine word meaning, part of speech and word origin.	5.1.5 e	M							
Vocabulary	5	The learner will distinguish correct usage and meaning of homophones and homographs	5.1.5 d	P							
Vocabulary	5	The learner will identify the relationships of synonyms and antonyms in text	5.1.5 d	P							
Vocabulary	5	The learner will determine meaning of multi-meaning words	5.1.5 d	P							
Vocabulary	5	The learner will use a thesaurus (print or digital), to determine words with similar or opposite meanings.	5.1.5 e	I							
Vocabulary	5	The learner will demonstrate and apply knowledge of words in grade level text	5.1.5 c	P							
Comp	5	The learner will identify point of view to assist in understanding text (1st Person/Third Person)	5.1.6 b	P							
Comp	5	The learner will identify author's purpose to assist in understanding of text (inform, entertain, persuade, explain)	5.1.6 a	P							
Comp	5	The learner will describe an author's perspective and how it influences a text: bias, assumptions, beliefs	5.1.6 a	P							
Comp	5	The learner will recognize and apply the elements of fictional text to better comprehend a story: characters, setting, problem, solution, plot.	5.1.6 b	P							

Comp	5	The learner will identify the theme of a selection	5.1.6.d	P							
Comp	5	The learner will summarize a narrative text using supporting details	5.1.6.d	P							
Comp	5	The learner will identify various literary devices and explain their meaning in text, such as simile, metaphor, exaggeration, idiom, alliteration, and personification	5.1.6.c	P							
Comp	5	The learner will identify the topic, main idea, and supporting details from the text	5.1.6.e	P							
Comp	5	The learner will summarize the main idea from the text using supporting details.	5.1.6.e	P							
Comp	5	The learner will read and interpret text features, such as table of contents, index and glossary	5.1.6.f	M							
Comp	5	The learner will read and interpret text features, such as maps, charts, illustrations, captions, and variations of print.	5.1.6.f	P							
Comp	5	The learner will respond to text in a variety of ways that may include writing, verbal response, or other artistic or creative means.	5.1.6.o	P							
Comp	5	The learner will recognize and define characteristics of various genres, such as (but not limited to) biography, expository text, poetry, fantasy, myth, fable, and historical fiction	5.1.6.g	P							
Comp	5	The learner will examine text to construct a world-wide cultural perspective	5.1.6.h	P							
Comp	5	The learner will apply reading strategies in selected text: reread, monitor and adjust reading speed, summarize, visualize, ask and answer questions, make connections, and predict.	5.1.6.m	P							
Comp	5	The learner will explain purpose for reading a selection and distinguish use in various settings: information, pleasure, understanding	5.1.6.k	P							
Comp	5	The learner will recognize and define characteristics of drama	5.1.6.g	P							
Comp	5	The learner will recognize and define characteristics of poetry	5.1.6.g	P							
Comp	5	The learner will use comprehension skills to better understand fiction and nonfiction texts, including: cause/effect, make inferences, sequence, compare and contrast, fact and opinion, classify and categorize, drawing conclusions	5.1.6.j	P							
Comp	5	The learner will construct and answer all levels of questioning and support their answers with text evidence or inferential clues.	5.1.6.i	P							
Comp	5	The learner will make connections to text through text to text, text to self, text to world.	5.1.6.l	P							
Comp	5	The learner will preview a selection for clues and make and confirm predictions before, during and after reading.	5.1.6.n	P							
Comp	5	The learner will recognize the organizational patterns used in text: compare/contrast, sequential, description, fact/opinion, problem/solution	5.1.6.j	P							
Comp	5	The learner will make comparisons between a text and a presentation.	5.1.6.p	P							

LA 5.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 5.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Process	5	The learner will use prewriting activities to generate ideas and organize information, using planners or graphic organizers	5.2.1.a	P							
Process	5	The learner will generate a rough draft that includes the important features of the chosen mode (example: poetry, narrative, essay)	5.2.1.b	P							
Process	5	The learner will revise their writing to improve and clarify ideas and make their writing more interesting to the reader.	5.2.1.e	P							
Process	5	The learner will proofread and edit their writing for spelling, capitalization, grammar, punctuation, sentence structure, and format.	5.2.1.h	P							



Grammar (Mechanics)	5	The learner will use commas correctly in a series, between parts of a sentence, set off a person's name, and to show a pause after an introductory word.	5.2.1.h 5.2.1.d	P							
Grammar (Mechanics)	5	The learner will use correct punctuation, according to the sentence type.	5.2.1.h 5.2.1.d	M							
Grammar (Mechanics)		The learner will capitalize proper nouns and proper adjectives.	5.2.1.h	M (proper nouns) I (proper adj)							
Grammar (Mechanics)	5	The learner will use the correct punctuation in dialogue.	5.2.1.d 5.2.1.h	P							
Grammar (Mechanics)	5	The learner will capitalize and punctuate abbreviations.	5.2.1.h	M							

LA 5.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Modes	5	The learner will write a biography/autobiography with an introduction, body, and conclusion.	5.2.1.g, 5.2.2.a	P							
Modes	5	The learner will write an expository piece in which they gather, use, and informally cite information from a variety of sources using exemplars as a guide.	5.2.1.c, 5.2.1.g, 5.2.1.i, 5.2.2.a, 5.2.2.e 5.4.1.b	P							
Modes	5	The learner will compose a paragraph or short essay that states an opinion and uses concrete facts and details in support.	5.2.2.d	I							
Modes	5	The learner will write informally in a variety of forms, both print and digitally (journaling, blogs, responses to reading)	5.2.1.g, 5.2.2.a, 5.2.2.b, 5.2.1.f 5.4.2.b	P							
Modes	5	The learner will conduct and publish science projects that answer questions or solve problems using multiple resources.	5.2.2.c 5.2.2.b	I							
Modes	5	The learner will write a personal essay (example: Americanism Essay contest) in a 5 paragraph style.	5.2.2.a	I							

LA 5.3 Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

LA 5.3.1 Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Speaking	5	The learner will communicate ideas clearly and demonstrate appropriate speaking techniques.	5.3.1.a 5.3.1.b	P							
Speaking	5	The learner will utilize visual tools to enhance verbal communication (Science Fair)	5.3.1.c	P							
Speaking	5	The learner will convey a perspective with clear support and ask pertinent questions to acquire or clarify information.	5.3.1.d, 5.3.1.e	P							

LA 5.3.2 Listening: Students will develop and apply active listening skills across a variety of situations.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Listening	5	The learner will demonstrate appropriate listening skills for multiple situations.	5.3.2.a	P							
Listening	5	The learner will complete a task following multi-step directions.	5.3.2.c	P							





LA 6.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.											
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions	
					Dates of Instruction	Dates of Assessment	Formative	Summative				
Process	6th	Learners will gather information using graphic organizers to generate ideas, organize information and guide writing.	LA 6.2.1.a	P								
	6th	Learners will use pre-writing questions and notetaking strategies appropriate to the task.	LA 6.2.1.a	I								
	6th	Learners will construct a thesis statement and outline considering audience and writer's purpose.	LA 6.2.1.a/b	P								
	6th	Learners will generate a draft that is appropriate to the purpose and intended audience.	LA 6.2.1.b	P								
	6th	Learners gather and use information and evidence from sources in order to support claims or a thesis statement.	LA 6.2.1.c	I								
	6th	Learners will evaluate the validity and reliability of information	LA 6.2.1.c	I								
	6th	Learners will use precise, appropriate word choice and topic-specific vocabulary to write in a variety of modes.	LA 6.2.2.d	P								
	6th	Learners will use summary, paraphrasing and direct quotations, as well as standard format for citation, in order to avoid plagiarism.	LA 6.2.1.i	I								
	6th	Learners will analyze mentor and peer exemplars to improve writing.	LA 6.2.2.e	I								
	6th	Learners will use effective organizational patterns that are appropriate for the purpose.	LA 6.2.1.b	I								
	6th	Learners will apply standard rules of grammar and paragraph formation.	LA 6.2.1.h	P								
	6th	Learners will revise their writing applying the 6 Traits of Writing model.	LA 6.2.1.d	P								
	6th	Learners will revise writing through self-monitoring strategies and peer editing.	LA 6.2.1.e	I								
	6th	Learners will provide oral or written feedback to other writers.	LA 6.2.1.f	I								
Grammar (Sentences)	6th	Learners will write sentences that are simple, compound, complex or compound complex.	LA 6.2.1.h	P								
	6th	Learners will write sentences that have correct pronoun agreement.	LA 6.2.1.h	I								
	6th	Learners will recognize how subordinate conjunctions change the function of a clause.	LA 6.2.1.d	I								
Grammar (Parts of Speech)	6th	Learner will learn the parts of speech, identify them and understand how they are used in their writing.	LA 6.2.1.h	P								
	6th	Learners will identify and use coordinating, correlative, and subordinate conjunctions.	LA 6.2.1.d	P								
Grammar (Usage)	6th	Learners will identify parts of speech and apply knowledge of each within their own writing.	LA 6.2.1.d	P								
Grammar (Usage)	6th	Learners will identify and correct errors in pronoun agreement in both their own and other's writing.	LA 6.2.1.d	P								
	6th	Learners will apply standard rules of grammar and paragraph formation.	LA 6.2.1.d	P								
	6th	Learners will identify subjects and predicates and make sure they agree in number.	LA 6.2.1.d	P								
	6th	Learners will learn and apply the rules of subject/verb agreement in their own and other's writing.	LA 6.2.1.d	P								
Grammar (Mechanics)	6th	Learners will apply standard rules of grammar to create correctly-punctuated essays and other written compositions.	LA 6.2.1d	P								
Edit/Revision	6th	Learners will revise and edit to strengthen ideas, organization, sentence fluency, word choice, conventions and voice (6 Traits of Writing.)	LA 6.2.1.h	P								
	6th	Learners will revise writing through self-monitoring strategies and peer editing.	LA 6.2.1.e	P								
	6th	Learners will provide oral or written feedback to other writers.	LA 6.2.1.f	I								



Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Digital Citizenship	6th	Learners will use digital tools safely and ethically when communicating and collaborating with others.	LA 6.4.2.a	P							
	6th	Learners will use various sources of information and demonstrate ethical use of this information.	LA 6.4.1.b	P							

# 7th Grade

LA 7.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
LA 7.1.1	Mastered in Grade 1 and blended with other skills at this grade level.
LA.7.1.2	Mastered in Grade 1 and blended with other skills at this grade level.
LA.7.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
LA.7.1.5	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
LA.7.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA.7.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
WA	7th	Learners will demonstrate knowledge of words using prefixes, suffixes, roots, and base words to determine meaning.	LA 7.1.5 a	P							
Fluency	7th	Learners will read a variety of grade-level texts fluently with accuracy appropriate pace, phrasing and expression.	LA 7.1.5 a	P							
Fluency	7th	Learners will read a variety of grade-level texts with appropriate pace, intonation and self-correction. Adjust oral and silent reading pace based on text. Fluency rate WCPM 150-177	LA 7.1.4	P							
Vocab	7th	Learners will demonstrate and apply knowledge of grade level vocabulary.	LA 7.1.5 c	P							
Vocab	7th	Learners will use context clues such as definition and cause and effect to determine the meaning of words	LA 7.1.5 b	P							
Voc	7th	Learners will verify meaning and pronunciation of words or phrases using reference materials when appropriate.	LA 7.1.5e	R							
Comp	7th	Learners will identify characteristics of historical nonfiction, myths, legends, fairy/folk tales and science fiction.	LA 7.1.6	P							
Comp	7th	Learners will identify metaphor and imagery language.	LA 7.1.6 c	P							
Comp	7th	Learners will introduce the use of symbols.	LA 7.1.6 c	P							
Comp	7th	Learners will be able to analyze and explain relationships between narrative elements including character, setting, plot, conflict, point of view, and theme.	LA 7.1.6 b	P							
Comp	7th	Learners will apply knowledge of parts of a book to locate information and gain meaning from a text.	LA 7.1.6 f LA 7.1.6 g LA 7.1.6 j	P							
Comp	7th	Learners will apply reading strategies of monitoring and adjusting reading speed, asking questions, summarizing, visualizing, predicting and monitoring, connecting to self, and clarifying in selected text	LA 7.1.6 k LA 7.1.6 l LA 7.1.6 m LA 7.1.6n	P							
Comp	7th	Learners will apply comprehension skills of main idea and supporting details in selected text.	LA 7.1.6 e	P							
Comp	7th	Learners will examine text to construct a world-wide multi-cultural perspective.	LA 7.1.6 h	P							
Comp	7th	Learners will summarize and analyze a literary text and/or media using key details to support interpretation of the theme.	LA 7.1.6 d	P							
Comp	7th	Learners will use reading strategies to persevere through text of increasing length and complexity.	LA 7.1.4 a	P							
Comp	7th	Learners will analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.	LA 7.1.6 a	P							
Comp	7th	Apply knowledge of organizational patterns to comprehend information text including sequence, compare/contrast, fact/opinion.	LA 7.1.6.j	P							

LA 7.2 Writing: Students will learn and apply writing skills and strategies to communicate.





	7th	Learners will use information ethically by appropriately quoting, paraphrasing and citing sources.	7.4.1.b	P							
	7th	Learners will decipher various print and digital text formats.	7.4.1.c	P							

# 8th Grade

LA 8.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.									
LA 8.1.1	Mastered in Grade 1 and blended with other skills at this grade level.									
LA.8.1.2	Mastered in Grade 1 and blended with other skills at this grade level.									
LA.8.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.									
LA.8.1.5	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.									
LA.8.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.									
LA.8.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.									

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
WA	8th	Learners will analyze word structure to determine meaning of unknown words.	LA 8.1.5 a	P							
Fluency	8th	Learners will read a variety of grade-level texts fluently with accuracy appropriate pace, phrasing and expression.	LA 8.1.5 a	P							
Fluency	8th	Learners will adjust oral and silent reading pace based on text. Fluency Rate (WCPM): 151-177	LA 8.1.5a	P		Once per semester		Pearson Fluency Assessment			
Voc	8th	Learners will demonstrate and apply knowledge of grade level vocabulary.	LA 8.1.5 c	P							
Voc	8th	Learners will use context clues to determine the meaning of words	LA 8.1.5 b	M							
Voc	8th	Learners will demonstrate a knowledge of semantic relationships including connotation and denotation.	LA 8.1.5 d	I							
Voc	8th	Learners will verify meaning and pronunciation of words or phrases using reference materials when appropriate.	LA 8.1.5.e	R							
Comp	8th	Learners will identify characteristics of informational text and organizational patterns.	8.1.6j	P							
Comp	8th	Learners will identify characteristics of fiction including author's purpose and perspective.	8.1.6a	P							
Comp	8th	Learners will recognize rhythm, tone, and rhyme scheme.	LA 8.1.6.c	P							
Comp	8th	Learners will identify literary devices in text including onomatopoeia, idiom, and alliteration.	LA 8.1.6 c	P							
Comp	8th	Learners will identify symbolic language in text	LA 8.1.6 c	P							
Comp	8th	Learners will analyze elements of fictional text.	LA 8.1.6 b	M							
Comp	8th	Learners will analyze and evaluate text using text features to support comprehension.	LA 8.1.6f	M							
Comp	8th	Learners will document specific textual evidence to build reading comprehension.	LA 8.1.6g	P							
Comp	8th	Learners will summarize selected text to determine comprehension.	LA 8.1.6d	P							
Comp	8th	Learners will apply comprehension skills of main idea and supporting details in selected text.	LA 8.1.6d	M							
Comp	8th	Learners will examine text to construct a world-wide multi-cultural perspective.	LA 8.1.6 h	P							
LA 8.2	Writing: Students will learn and apply writing skills and strategies to communicate.										
LA 8.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.										
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Process	8	Learners will gather information using graphic organizers to generate ideas, organize information and guide writing.	LA 8.2.1.a	P							





Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Digital Citizenship	8	Learners will use digital tools safely and ethically when communicating and collaborating with others.	LA 8.4.2.a	P							
	8	The learner will use various sources of information and demonstrate ethical use of this information.	LA 8.4.1.b	P							

# English 9

LA.10.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.										
L10.1.1	Mastered in Grade 1 and blended with other skills at this grade level.										
LA.10.1.2	Mastered in Grade 1 and blended with other skills at this grade level.										
LA.10.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.										
LA.10.1.5	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.										
LA.10.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.										
LA.10.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.										

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Word Analysis	9	Apply knowledge of word parts to demonstrate knowledge of vocabulary.	10.1.3a 10.1.3b	P							
Fluency	9	Read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing and expression.	10.1.4	P							
Fluency	10	Adjust reading strategies to persevere through text of increasing length and/or complexity.	10.1.4a	P							
Fluency	9	Independently incorporate elements of prosodic reading to interpret text in a variety of situations.	10.1.4	P							
Vocabulary	9	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	10.1.5c	P							
Vocabulary	9	Apply knowledge of context clues to demonstrate knowledge of new vocabulary.	10.1.5a 10.1.5b	R							
Vocabulary	9	Use semantic relationships (e.g. connotation, denotation, multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, and aid in comprehension.	10.1.5d	P							
Vocabulary	9	Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.	10.1.5e	R							
Comprehension	9	Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.	10.1.6a	P							
Comprehension	9	Analyze the characteristics of fiction (e.g., short story, novel).	10.1.6b	R							
Comprehension	9	Classify selections of genres based on characteristics of text.	10.1.6	P							
Comprehension	9	Identify applied ideas. Compare and contrast poetry.	10.1.6b	P							
Comprehension	9	Identify rhythm and sounds (and other literary devices). Respond to poetry.	10.1.6c	P							
Comprehension	9	Evaluate poetry for tone and meaning and use of symbols and figurative language.	10.1.6c	P							
Comprehension	9	Analyze characteristics of drama.	10.1.6c	P							
Comprehension	9	Identify the use of irony in a variety of texts.	10.1.6b	P							
Comprehension	9	Apply knowledge of text features to grade-appropriate selections.	10.1.6f	R							
Comprehension	9	Identify theme in text citing contextual evidence (e.g. symbols, characters, conflict, setting) as support.	10.1.6d	P							
Comprehension	9	Analyze and evaluate the use of elements of literary text (e.g. characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone)	10.1.6b	P							

Comprehension	9	Respond to and evaluate use of figurative language in text.	10.1.6c	P							
Comprehension	9	Identify characteristics and organizational patterns of informational texts, such as problem/solution, compare/contrast, and persuasive.	10.1.6f 10.1.6j	P							
Comprehension	9	Gather information from text using sub-headings, variation in print and annotations to create graphic organizers	10.1.6f 10.1.6m	P							
Comprehension	9	Predict conclusion of text using background knowledge.	10.1.6i	P							
Comprehension	9	Cite specific textual evidence to evaluate the impact of setting and historical context on literary works.	10.1.6g 10.1.6i	P							
Comprehension	9	Identify purpose of non-fiction selections based on elements of text.	10.1.6a 10.1.6k	P							
Comprehension	9	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	10.1.6n	P							
Comprehension	9	Independently apply appropriate strategies to understand complex text (e.g., using text aids, footnotes, annotations).	10.1.6m	M							
Comprehension	9	Activate prior knowledge and build background knowledge to deepen understanding and make connections while reading text.	10.1.6l	M							
Comprehension	9	Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representations, video, other media)	10.1.6o	M							
Comprehension	9	Analyze multiple interpretations of a story, drama or poem (e.g., film, text, poem, live production), evaluating how each version interprets the source text.	10.1.6p	M							
Comprehension	9	Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers (e.g., research).	10.1.6i	P							
Comprehension	9	Identify main idea and supporting details of informational text.	10.1.6d	R							

LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Process	9	Learners will gather information using graphic organizers to generate ideas, organize information and guide writing.	10.2.1.a	P							
	9	Learners will consider purpose and audience in order to develop a topic appropriate to task.		P							
	9	Learners will use pre-writing questions and notetaking strategies appropriate to the task.	10.2.1.a	I							
	9	Learners will construct a thesis statement and outline considering audience and purpose.	10.2.1.a/b	P							
	9	Learners will generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, and reflection that are appropriate to the purpose and intended audience.	10.2.1.b	P							
	9	Learners gather and use relevant information and evidence from multiple sources including authoritative print and digital sources in order to support claims or thesis statement.	10.2.1.c	P							
	9	Learners will evaluate the validity and reliability of information.	10.2.1.c	P							
	9	Learners will use effective organizational patterns that are appropriate for the purpose.	10.2.1.b	P							
	9	Learners will use summary, paraphrasing and direct quotations, as well as standard format for citation, in order to avoid plagiarism.	10.2.1.i	P							
	9	Learners will analyze mentor texts and/or exemplars.	10.2.2.e	P							
Grammar	9	Learners will apply standard rules of grammar and paragraph formation, including sentence combining and parallelism.	10.2.1.h	P							
Grammar (Sentences)	9	Learners will apply standard rules of grammar and paragraph formation, including sentence combining and parallelism.	10.2.1.d	P							





# English 10

LA.10.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.									
L10.1.1	Mastered in Grade 1 and blended with other skills at this grade level.									
LA.10.1.2	Mastered in Grade 1 and blended with other skills at this grade level.									
LA.10.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.									
LA.10.1.4	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.									
LA.10.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.									
LA.10.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.									

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Word Analysis	10	Apply knowledge of word parts to demonstrate knowledge of vocabulary.	10.1.3a 10.1.3b	P							
Fluency	10	Read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing and expression.	10.1.4	P							
Fluency	10	Adjust reading strategies to persevere through text of increasing length and/or complexity.	10.1.4a	P							
Vocabulary	10	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	10.1.5c	P							
Vocabulary	10	Apply knowledge of context clues to demonstrate knowledge of new vocabulary.	10.1.5a 10.1.5b	R							
Vocabulary	10	Use semantic relationships (e.g. connotation, denotation, multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, and aid in comprehension.	10.1.5d	P							
Vocabulary	10	Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.	10.1.5e	R							
Comprehension	10	Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.	10.1.6a	P							
Comprehension	10	Analyze the characteristics of a short story.	10.1.6b 10.1.6c	R							
Comprehension	10	Classify selections of genres based on characteristics of text.	10.1.6	R							
Comprehension	10	Identify applied ideas. Compare and contrast poetry.	10.1.6b	P							
Comprehension	10	Identify rhythm and sounds. Respond to poetry.	10.1.6c	P							
Comprehension	10	Evaluate poetry for tone and meaning and use of symbols and figurative language.	10.1.6c	P							
Comprehension	10	Identify characteristics of drama.	10.1.6c	P							
Comprehension	10	Identify the use of irony in a variety of texts.	10.1.6b	P							
Comprehension	10	Apply knowledge of text features to grade-appropriate selections.	10.1.6f	R							
Comprehension	10	Compare and contrast different genres and writing styles.	10.1.6b	P							
Comprehension	10	Identify theme in text citing contextual evidence (e.g. symbols, characters, conflict, setting) as support.	10.1.6d	P							
Comprehension	10	Analyze and evaluate the use of elements of literary text (e.g. characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone)	10.1.6b	P							
Comprehension	10	Respond to and evaluate use of figurative language in text.	10.1.6c	P							
Comprehension	10	Identify characteristics and organizational patterns of informational texts, such as problem/solution, compare/contrast, and persuasive.	10.1.6f 10.1.6j	P							
Comprehension	10	Gather information from text using sub-headings, variation in print and annotations to create graphic organizers	10.1.6f 10.1.6m	P							
Comprehension	10	Predict conclusion of text using background knowledge.	10.1.6l	P							







# English 11

	Reading: Students will learn and apply reading skills and strategies to comprehend text.										
LA.12.1.1	Mastered in Grade 1 and blended with other skills at this grade level.										
LA.12.1.2	Mastered in Grade 1 and blended with other skills at this grade level.										
LA.12.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.										
LA.12.1.4	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.										
LA.12.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.										
LA.12.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.										

Strand / Concepts	Grade Level	Objectives	Standard	Level	Proficiency Scales		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Scale	Student Tracking	Formative	Summative			
Word Analysis		Learner will apply knowledge of word parts to demonstrate knowledge of vocabulary.	12.1.3a 12.1.3b	R							
Fluency		Learner will read a variety of grade-vocabulary texts fluently with accuracy appropriate pace, phrasing and expression.	12.1.4a	P							
Fluency		Learner will adjust reading strategies to persevere through text of increasing length and/or complexity.	12.1.4a	P							
Vocabulary		Learner will select and apply strategies to demonstrate knowledge of vocabulary, relate to prior knowledge, and apply in new situations.	12.1.5a 12.1.5c	R							
		Learner will apply knowledge of context clues to demonstrate knowledge of new vocabulary.	12.1.5a	R							
		Learner will use semantic relationships (e.g. connotation, denotation, multiple-meaning words) to analyze the impact of specific word choices on meaning and tone and aid in comprehension.	12.1.5d	M							
		Learner will verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.	12.1.5e	R							
Comprehension		Learner will classify selections of genres based on characteristics of text.	12.1.6	R							
		Learner will evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.	12.1.6a	P							
		Learner will select text for a particular purpose, citing evidence to support analysis, reflection, or research.	12.1.6k	P							
		Learner will analyze text for author's purpose.	12.1.6a	M							
		Learner will identify main idea and supporting details of informational text.	12.1.6d	M							
		Learner will evaluate poetry for tone and meaning and use of symbols and figurative language.	12.1.6c	R							
		Learner will explain the use of irony in text.	12.1.6b	M							
		Learner will identify theme in text citing textual evidence (e.g. symbols, characters, conflict, setting) as support.	12.1.6d	M							
		Learner will analyze and evaluate the use of elements of literary text (e.g. characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone)	12.1.6b 12.1.6d	M							
		Learner will respond to and evaluate use of literary devices (e.g. allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood) in text.	12.1.6c	P							
		Learner will identify characteristics and organizational patterns of informational texts, such as problem/solution, compare/contrast, and persuasive.	12.1.6j	M							

		Learner will gather information from text using sub-headings, variation in print and annotations to create graphic organizers	12.16f 12.1.6m	M							
		Learner will activate prior knowledge and create questions to deepen understanding and make connections while reading text.	12.1.6l	R							
		Learner will predict conclusion of text using background knowledge.	12.1.6l	M							
		Learner will independently apply appropriate strategies to understand complex text by using text aids, footnotes, annotations.)	12.1.6m	R							
		Learner will cite specific textual evidence to evaluate the impact of setting and historical context on literary works.	12.1.6g 12.1.6i	P							
		Learner will identify purpose of non-fiction selections based on elements of text and literary devices.	12.1.6a 12.1.6k	M							
		Learner will formulate and justify inferences with text evidence and additional sources while previewing, reading, and analyzing literary and informational text in various formats.	12.1.6i 12.1.6n	M							

LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Process		Learners will gather information using graphic organizers to generate ideas, organize information and guide writing.	12.2.1.a	P							
		Learners will use pre-writing questions and notetaking strategies appropriate to the task.	12.2.1.a	P							
		Learners will construct a thesis statement and outline considering audience and purpose.	12.2.1.a/b	M							
		Learners will generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, and reflection that are appropriate to the purpose and intended audience.	12.2.1.b	P							
		Learners gather and use relevant information and evidence from multiple sources including authoritative print and digital sources including primary interviews in order to support claims or thesis statement.	12.2.1.c	P							
		Learners will use effective organizational patterns that are appropriate for the purpose.	12.2.1.b	P							
		Learner will adjust writing process according to assigned task length and purpose.	12.2.1.g.	P							
		Learners will use summary, paraphrasing and direct quotations, as well as standard format for citation, in order to avoid plagiarism in MLA format.	12.4.1.b 12.2.1i	M							
Grammar		Learners will apply standard rules of grammar and essay formation.		M							
Grammar (Sentences)		Learners will use knowledge of sentence structure to create a variety of sentences.	12.2.1.d.	M							
		Learners will recognize incorrectly composed sentences and identify ways to correct them in their own writing.	12.2.1.d	R							
Grammar (Parts of Speech)		Learners will recognize how subordinate conjunctions change the function of a clause.	12.2.1	M							
Grammar (Usage)		Learners will apply prior knowledge to use correct homophones in the	12.2.1	R							
		Learners will activate prior knowledge of semantics when choosing words for their own writing.		P							
Grammar (Mechanics)		Learners will apply standard rules of grammar to create correctly-punctuated essays.		P							
Edit/Revise		Learners will revise and edit to strengthen ideas, organization, sentence fluency, word choice, conventions and voice (6 Traits of Writing.)	12.2.1.h.	R							
		Learners will revise writing through self-monitoring strategies, peer editing and use of rubrics.	12.2.2.e	R							

		Learners will provide oral or written feedback to other writers.	12.2.2.f	P								
Presentation		Learners will apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).	12.2.1.j 12.4.1.c	M								
		Learners will present legible documents in multi-media format considering audience and purpose.	12.2.1.j	M								
LA 12.2.2	Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.											
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions	
					Dates of Instruction	Dates of Assessment	Formative	Summative				
Modes	11	Learners will effectively communicate ideas in a variety of modes focusing on persuasive writing mode.	12.2.2	P/M								
	11	Learners will effectively communicate ideas for multiple audiences using a variety of media and formats.	12.2.1.b	P								
	11	Learners will provide evidence from literary or informational text to support research, reflection and analysis.	12.2.2b	P								
	11	Learners will use precise, appropriate word choice and vocabulary to write in a variety of modes.	12.2.2.d	P								
	11	Learners will analyze and score exemplars in order to create similar writing and identify 6 Traits of Writing.		P								
LA 12.3	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.											
LA 12.3.1	Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.											
LA 12.3.2	Listening: Students will develop and apply active listening skills across a variety of situations.											
LA 12.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.											
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions	
					Dates of Instruction	Dates of Assessment	Formative	Summative				
Speaking	11	Learners will demonstrate and adjust speaking techniques for a variety of purpose and situations, including interpreting text.	12.3.1.b	P								
	11	Learners will make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning and evidence for specific audiences.	12.3.1.c	P								
Listening	11	Learners will utilize active and attentive listening skills for multiple situations.	12.3.2.a	P								
	11	Learners will complete a task following complex multi-step directions.	12.3.2.b	P								
Reciprocal	11	Learners will utilize integrate professional etiquette and social protocols when communicating	12.3.3a	P								
	11	Learners will demonstrate awareness of the appropriate use of words (e.g. stereotypes, connotations, subtleties of language) in conversation and discussion.	12.3.3.b	P								
	11	Learners will collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express personal views while respecting diverse perspectives.	12.3.3.e	P								
LA 12.4	Multiple Literacies: Students will apply information fluency and practice digital citizenship.											
LA 12.4.1	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).											
Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions	
					Dates of Instruction	Dates of Assessment	Formative	Summative				



# English 12

LA 12.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.										
LA 12.1.1	Mastered in Grade 1 and blended with other skills at this grade level.										
LA 12.1.2	Mastered in Grade 1 and blended with other skills at this grade level.										
LA 12.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.										
LA 12.1.5	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.										
LA 12.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.										
LA 12.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.										

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Vocabulary		Learner will select and apply strategies to demonstrate knowledge of vocabulary	12.1.5a	P							
		Learner will apply knowledge of context clues to vocabulary use.	12.1.5c	R							
Comprehension		Learner will locate and use information to solve a problem.	12.1.6	M			Handbook A Teachers Guide to Sourcebook				
Comprehension		Learner will cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a multi-cultural awareness.	12.1.6g	R							
Comprehension		Learner will explain the use of elements of text to comprehend theme	12.1.6d	R							
		Learner will summarize, analyze and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and other media)	12.1.6d	R							

LA 12.2	Writing: Students will learn and apply writing skills and strategies to communicate.										
LA 12.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.										

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Process		Learners will gather information using graphic organizers to generate ideas, organize information and guide writing.	12.2.1.a	P							
		Learners will use pre-writing questions and notetaking strategies appropriate to the task.	12.2.1.a	P							
		Learners will construct a thesis statement and outline considering audience and purpose.	12.2.1.a/b	R							
		Learners will generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, and reflection that are appropriate to the purpose and intended audience.	12.2.1.b	P							
		Learners gather and use relevant information and evidence from multiple sources including authoritative print and digital sources including primary interviews in order to support claims or thesis statement.	12.2.1.c	P							
		Learners will use effective organizational patterns that are appropriate for the purpose.	12.2.1.b	P							
		Learner will adjust writing process according to assigned task length and purpose.		P							





LA 12.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.										
LA 12.1.1	Mastered in Grade 1 and blended with other skills at this grade level.										
LA.12.1.2	Mastered in Grade 1 and blended with other skills at this grade level.										
LA.12.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.										
LA.12.1.5	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.										
LA.12.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.										
LA.12.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.										

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Vocabulary		Learner will select and apply strategies to demonstrate knowledge of vocabulary	12.1.5a 12.1.5c	P							
		Learner will analyze the meaning of words using etymologies (e.g., word origins and histories)		P							
		Learner will apply knowledge of context clues to vocabulary use.	12.1.5a	R							
Fluency		Learner will read a variety of grade-level texts fluently with accuracy appropriate pace, phrasing and expression.	12.1.4	R							
		Learner will independently incorporate elements of prosodic reading to interpret text in a variety of situations.	12.1.4	M							
Comprehension		Learner will analyze the characteristics of a novel.	12.1.6	M							
Comprehension		Learner will critique characteristics as used in poetry	12.1.6	M							
Comprehension		Learner will relate poetry to historical context.	12.1.6g	P							
Comprehension		Learner will evaluate author's use of characteristics in drama	12.1.6	R							
Comprehension		Learner will judge the use of irony in text.	12.1.6b	R							
Comprehension		Learner will evaluate theme in text for effectiveness citing textual evidence and apply to personal experience.	12.1.6g	R							
Comprehension		Learner will explain the use of elements of text to comprehend theme	12.1.6d	R							
Comprehension		Learner will summarize, Analyze and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and other media)	12.1.6d	M							
LA 12.2	Writing: Students will learn and apply writing skills and strategies to communicate.										
LA 12.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.										

Strand / Concepts	Grade Level	Objectives	Standard	Level	Opportunity to Learn		Assessment		Teacher Resources	Essential Vocabulary	Interventions
					Dates of Instruction	Dates of Assessment	Formative	Summative			
Process	12	Learners will gather information using graphic organizers to generate ideas, organize information and guide writing.	12.2.1.a	M							
		Learners will consider purpose and audience in order to develop topic proposals appropriate to task.		M							
	12	Learners will use pre-writing questions and notetaking strategies appropriate to the task.	12.2.1.a	M							
	12	Learners will construct a thesis statement and outline considering audience and purpose.	12.2.1.a/b	R							
	12	Learners will generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, and reflection that are appropriate to the purpose and intended audience.	12.2.1.b	P							
	12	Learners gather and use relevant information and evidence from multiple sources including authoritative print and digital sources in order to support claims or thesis statement.	12.2.1.c	P							









