PK – 12 Language Arts Framework

Part I: PK-12
May 15, 2017

Part II: PK-12
February 19, 2018

Addendum added June 2018

millard
PUBLIC SCHOOLS

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District Mission:

The mission of the Millard Public Schools is to guarantee that each student demonstrates the character, knowledge and skills necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that engages and challenges all students.

District Beliefs:

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Educated and engaged citizens are necessary to sustain our democratic society.
- All schools are accountable to the community.
- Public education benefits the entire community and is the shared responsibility of all.
- Excellence is worth the investment.

Language Arts Philosophy Statement PK-12:
Language Arts is a framework of developing skills which students implement across all subject areas and grade levels. Learners who experience reading, writing, speaking, listening, and critical thinking in an engaging and rigorous environment will be prepared for college and career opportunities and be lifelong learners. Students will experience and produce print and digital materials in a setting that encourages choice and empowerment.

Curriculum, Instruction, and Assessment
Written Curriculum - Content Standards
6110.1

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES
· LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·
· FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·
· CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·
· COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

LANGUAGE ARTS
- Students will learn and apply reading skills and strategies to comprehend text.
- Students will learn and apply writing skills and strategies to communicate.
- Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
- Students will apply information fluency and practice digital citizenship.

MATHEMATICS
- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE
- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

SOCIAL STUDIES
- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

FINANCIAL WELL-BEING
- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

HUMAN RELATIONS
- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

TECHNOLOGY
- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

FINE AND PERFORMING ARTS
- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

PERSONAL DEVELOPMENT AND WELL-BEING
- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS
- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

CREATIVITY AND INNOVATION
- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

COLLABORATION AND TEAMWORK
- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

CITIZENSHIP AND PERSONAL RESPONSIBILITY
- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Language Arts Curriculum Planning Committee Members 2016-17

Elementary
Stephanie Mackel - PreK/Wheeler
Renee Broesch - Kindergarten/Abbott
Mandie Hamaker - Grade 1/Neihardt
Melanie Gibbons - Grade 2/Willowdale
Dianna Ringleb - Grade 3/Black Elk
Kate Solberg - Grade 3/Core Knowledge/Cather
Helen Lykke-Wisler - Grade 4/Ezra
Amy Stenger - Grade 5/Rohwer
Lori Adam - Primary Montessori/Montclair
Marsha Edquist - IB Primary Years Programme/Aldrich
Bunny Rothenberg - Literacy Intervention/Bryan
Jennifer Hellbusch - HAL/Administrative Intern/Reagan
Stephanie Kastrup - HAL/Administrative Intern/Upchurch
Sarah Haver - Teacher Librarian/Sandoz
Colleen Ballard - Administrator/Norris
Tracy Logan - Administrator/Wheeler
Gina Rudloff - Administrator/Cottonwood

Secondary
Erika Campbell - High School Special Education/West
Flamina Harrison - Middle Level Montessori/Central Middle
Ashley Andersen - IB Middle Years Programme/North Middle
Erin Dietsch - Teacher Librarian/Russell Middle
Stacy Kolvek - Reading 6/Andersen Middle
Scott Bougger - Reading 7/Central Middle
Emily Rakowsky - English 6/Kiewit Middle
Nikki Guynan - English 7/Beadle Middle
Melissa Betts - English 8/Russell Middle
Mary Kay Desjardins - English 10/Literacy/South
Lloyd Hoshaw - Advanced Placement/Electives/Department Head/West
Kara Radtke - English 9/Honors 9/English 10/West
Rebecca Peterson - English 9/Honors 9/North High
Justin Sonnenfelt - English 11/Electives/Horizon
Leslie Irwin - Advanced Placement/IB Programme/Department Head/North High
Rhonda Betzold - IB Programme/Honors/North High
Steve Kerkman - Electives/Department Head/Early College/South
Heather Daubert - Administrator/Beadle Middle
Michelle Klug - Administrator/South
Marshall Smith - Administrator/Kiewit Middle

District
Lori Bartels – Coordinator of K-5 Special Education
Tricia Gillett – PK-12 Speech Language Pathologist Department Head
Pam Erixon - English Language Learners District Support Specialist
Sheila Bolmeier - Instructional Technology MEP Facilitator
Julia Siniard – K-5 District Interventionist
Shelley Schmitz – 6-12 District Interventionist
Cheris Kite - Early Childhood & Literacy Intervention Curriculum & Instruction MEP Facilitator
Jody Sempek - K-5 Language Arts Curriculum & Instruction MEP Facilitator
Jan Dahlgaard - 6-12 Language Arts Curriculum & Instruction MEP Facilitator

Phase 1 PreK-12 Research SubCommittees 2016-17

Curriculum & Instruction: Reading
Lori Adam, Montclair
Scott Bougger, Central
Mary Kay Desjardins, South
Marsha Edquist, Aldrich
Mandie Hamaker, Neihardt
Amy Stenger, Rohwer

Curriculum & Instruction: Writing
Melissa Betts, Russell
Tracy Logan, Wheeler
Helen Lykke-Wisler, Ezra Millard
Rebecca Peterson, North High
Justin Sonnenfelt, Horizon

Technology
Erin Dietsch, Russell
Melanie Gibbons, Willowdale
Flamina Harrison, Central
Michelle Klug, South
Stephanie Mackel, Wheeler
Dianna Ringleb, Black Elk

AP Culture
Rhonda Betzold, North High
Heather Daubert, Beadle
Lloyd Hoshaw, West
Leslie Irwin, North High
Kara Radtke, West

Growth for On/Above-Level Students
Ashley Andersen, North Middle
Jennifer Hellbusch, Reagan
Stacy Kolvek, Andersen
Marshall Smith, Kiewit
Kate Solberg, Cather

Literacy Intervention (Research-based)
Lori Bartels, Coordinator of K-5 Special Education
Renee Broesch, Abbott
Erika Campbell, West
Tricia Gillett, Speech Language Pathologist
Department Head
Stephanie Kastrup, Upchurch
Cheris Kite, Early Childhood & Literacy Intervention
Bunny Rothenberg, Bryan
Julia Siniard, K-5 District Interventionist

Growth for Subgroup Populations
Colleen Ballard, Norris
Sheila Bolmeier, Instructional Technology MEP
Facilitator
Pam Erixon, ELL District Support Specialist
Nikki Guynan, Beadle
Sarah Haver, Sandoz
Steve Kerkman, South
Emily Rakowsky, Kiewit
Gina Rudloff, Cottonwood
Shelley Schmitz, 6-12 District Interventionist

Phase II: PK-12 Field Study Committee

Preschool:
Caroline Ososki, Bryan Kathy	Ally Logan, Hitchcock	Angie Hughes, Neihardt
Paradies-Beene, Bryan	Holli Reab, Hitchcock	Sommer Ruhland, Neihardt

Elementary:
Lisa Shields,Wheeler Michelle	Melanie Gibbons, Willowdale	Cathy Hall, Aldrich
Sobotka, Wheeler Kerri	Nicole Jamison, Willowdale	Katie Thompson, Aldrich
White, Wheeler Katrina	Barb Hove, Willowdale	Michelle Leibrock, Aldrich
Partusch, Wheeler Kristin	Cathy Greenwald, Willowdale	Helen Lykke-Wisler, Ezra
Lutes, Disney	Michelle Fuller, Holling	Jaci Goldhorn, Ezra Heather
Anne Servais, Disney	Heights Kelli Hesse, Holling	Loewen, Ezra Jamie
Missy Croom, Norris Melissa	Heights Megan Hall, Holling	Schnieber, Cody Katie
Daharsh, Norris Emilee	Heights Mariann Bakk, Holling	Backhuus, Cody Amy
Blackstone, Neihardt Mandie	Heights Kim Brown, Holling	Badura, Black Elk Taylor
Hamaker, Neihardt Aimee	Heights Liz Braun, Cottonwood	Muehlich, Black Elk Casey
Schultz, Neihardt Gillian	Amy Rangeloff, Cottonwood	Hoffman, Black Elk Emily
White, Neihardt Rachael	Brittany Wunderlich, Upchurch	Lyon, Black Elk Alexandria
Barbour, Neihardt Korryn	Jessica Cinnamon, Upchurch	Peterson, Wheeler Jackie
Phillips, Harvey Oaks Morgan	Alicia Ketcham, Upchurch Sara	Polacek, Wheeler Patty
Rickley, Harvey Oaks	Mau, Upchurch	McGregor, Wheeler

Brooke Zuniga, Wheeler Deb Ashmore, Wheeler

Amy Stenger, Rohwer
Jennifer Gabrielson, Rohwer

Alissa Goodding, Hitchcock

Secondary:

Amy Arens, AMS
Stacy Kolvek, AMS
Jamie Wingender, AMS
Jennifer Hussey, AMS
Amanda Ostle, AMS Jordan Siepker, AMS Sarah Feik, BMS
Chelsea Herbolsheimer, BMS
Kim Rannells, BMS
Sara Buelt, BMS
Cara Schrock, BMS Shannon Stamper, BMS Scott Bougger, CMS Stephanie Heater, CMS Kailey McCoy, CMS Emily Rakowsky, KMS

Pat Leamen, KMS
Megan Glover, KMS
Erin Dahl, KMS
Megan Patton-Paulson, KMS
Hank Plugge, KMS
Stephanie Simon, KMS
Michael Gunter, NMS Ryan Butler, NMS
Sandra Segal, RMS
Molly Erickson, RMS Nicci Dill, RMS
Amanda Niemiec, RMS
Missy Betts, RMS
Julie Kerkman, RMS
Zac Ward, RMS
Rebecca Peterson, MNHS

Joshua Lingenfelter, MNHS
Dana Moore, MNHS Sarah Martin, MNHS MaRanda Nickolite, MNHS Sarah Martin, MSHS Johanna Hon, MSHS Jackie Bass, MSHS Andrew Kanago, MSHS Joanne Miller, MSHS Kara Radtke, MWHS Kayla Vavra, MWHS Patty Knudson, MWHS Delanie Frye, MWHS Marilyn Kerkhove, MWHS

Language Arts Timeline of Curriculum Cycle Meetings

Phase I (2016-2017) Elementary & Secondary

Date	Group -- Purpose
September 22, 2016	Language Arts Curriculum Planning Committee –Orientation to the Phase I process, role of group, Data Book, and other resources
October 18, 2016	CPC Meeting #1--Identified critical issues to be researched during Phase I; review parameters and data
October 27, 2016	CPC Meeting #2—Defined research groups and generated research questions
November 10 or 15 or 17, 2016	Language Arts Research Subcommittees – Began research on seven critical issues identified in October
December 13, 2016	Community Focus Group—Discussed the critical Language Arts skills and concepts needed to be successful in the community
January 24, 2017	Curriculum Planning Committee -- Research Presentations
January 26, 2017	Curriculum Planning Committee – Finished discussions from research presentations and completed Framework writing
March 2, 2017	Secondary Members of Curriculum Planning Committee—Developed course notes and course sequence
March 15, 2017	Secondary Vendor Fair—previewed six products from four vendors

March 16, 2017	Elementary Vendor Fair—previewed four products from four vendors
April 26, 2017	Secondary Members of Curriculum Planning Committee—Developed individual course frameworks for all high school courses

Phase II (2017-2018) Elementary & Secondary Required Courses

Date	Group -- Purpose
July 31, 2017 and August 1, 2017	Field Study Training Product #1
August 2017- October 2017	Field Test of Product #1
September 28, 2017 and October 3, 2017	Field Study Training Product #2
October 2017 - December 2017	Field Test of Product #2
December 19, 2017 and December 20, 2017	Field Study Committee Recommendation
January 2018	Curriculum Planning Committee Recommendation
January 18, 2018 and January 23, 2018	Community Review Nights

Introduction to PK-12 Language Arts Matrix

<u>Introduction</u>
New English Language Arts Standards and Indicators were approved by the Nebraska State Board of Education on September 5, 2014. A modified Curriculum Planning Committee reviewed and revised the 2009 Millard Board of Education-Approved PK-12 Language Arts Matrix in October 2014. The entire PK-12 Language Arts Matrix was again reviewed during the current curriculum cycle and finalized on January 26, 2017.

<u>Legend</u>

Cell without text: No State or Millard indicator exists.

<u>Nomenclature</u>
The nomenclature for the standards and indicators is as follows:

LA	Language Arts
S	State Standard
M	Millard Standard
PK-12	Grade Level
1-4	Comprehensive Standards

        1. Reading
        2. Writing
        3. Speaking/Listening
        4. Multiple Literacies

1-6	Concepts of each Content Standard

Reading Standard
        1 – Concepts of Print
        2 – Phonological Awareness
        3 – Word Analysis
        4 – Fluency
        5 – Vocabulary
        6 – Comprehension

Writing Standard
        1 – Writing Process
        2 – Writing Modes

Speaking and Listening Standard
        1 – Speaking
        2 – Listening
        3 – Reciprocal Communication

Multiple Literacies Standard
        1 – Information Fluency
        2 – Digital Citizenship

<u>Example</u>
LA S 03.1.3.a   Language Arts, State Standard, Grade 3, Comprehensive Standard 1 (Reading), Concept Standard 3 (Word Analysis), Curricular Indicator

Concepts	Grade Level Standards						
	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Concepts of Print	LA M P4.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 00.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 01.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 02.1.1 Concept mastered at a previous grade level	LA S 03.1.1 Concept mastered at a previous grade level	LA S 04.1.1 Concept mastered at a previous grade level	LA S 05.1.1 Concept mastered at a previous grade level
Phonological Awareness	LA M P4.1.2 Students will demonstrate phonological awareness.	LA S 00.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 01.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 02.1.2 Concept mastered at a previous grade level	LA S 03.1.2 Concept mastered at a previous grade level	LA S 04.1.2 Concept mastered at a previous grade level	LA S 05.1.2 Concept mastered at a previous grade level
Word Analysis	LA M P4.1.3 Students will acquire phonetic knowledge.	LA S 00.1.3 Students will acquire phonetic knowledge as they learn to read and write grade-level text.	LA S 01.1.3 Students will use phonetic analysis to read and write grade-level text.	LA S 02.1.3 Students will use phonetic analysis to read and write grade-level text.	LA S 03.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text.	LA S 04.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text.	LA S 05.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
Fluency	LA M P4.1.4 Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	LA S 00.1.4 Students will develop accuracy, phrasing, and expression during grade- level reading experiences to support comprehension.	LA S 01.1.4 Students will develop accuracy, phrasing, and expression while reading grade-level print/digital text to support comprehension.	LA S 02.1.4 Students will develop accuracy, appropriate pace, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	LA S 03.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 04.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 05.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
Vocabulary	LA M P4.1.5 Students will build and use conversational and academic grade-level vocabulary.	LA S 00.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 01.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 02.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 03.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 04.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 05.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.

Comprehension	**LA M P4.1.6 Students will construct meaning by using prior knowledge while reading emergent literary and informational text.**	**LA S 00.1.6 Students will construct meaning by using prior knowledge while reading emergent literary and informational text.**	**LA S 01.1.6 Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.**	**LA S 02.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**	**LA S 03.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 04.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 05.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**

PK-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.

Concept	Grade Level Standards						

	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Concepts of Print	**LA M P4.1.1 Students will demonstrate knowledge of the concepts of print.**	**LA S 00.1.1 Students will demonstrate knowledge of the concepts of print.**	**LA S 01.1.1 Students will demonstrate knowledge of the concepts of print.**	**LA S 02.1.1 Concept mastered at a previous grade level**	**LA S 03.1.1 Concept mastered at a previous grade level**	**LA S 04.1.1 Concept mastered at a previous grade level**	**LA S 05.1.1 Concept mastered at a previous grade level**
Curricular Indicators	**LA M P4.1.1.a** Identify variations in text (e.g., font, size, bold, italic, upper/lower case)	**LA S 00.1.1.a** Identify variations in text (e.g., font, size, bold, italic, upper/lower case)	**LA S 01.1.1.a** Identify variations in text (e.g., font, size, bold, italic, upper/lower case)				
	LA M P4.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).	**LA S 00.1.1.b** Identify punctuation (e.g., period, exclamation mark, question mark).	**LA S 01.1.1b** Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).				
	LA M P4.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).	**LA S 00.1.1.c** Identify parts of a book (e.g., cover, pages, title, author, illustrator).	**LA S 01.1.1c** Identify parts of a book (e.g., title page, author, illustrator, table of contents).				
	LA M P4.1.1.d Increase knowledge about books and how they typically are read.	**LA S 00.1.1.d** Demonstrate knowledge that print reads from left to right and top to bottom.					

	LA M P4.1.1.e Show an awareness of print as a form of meaningful communication.	**LA S 00.1.1.e** Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).				
	LA M P4.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).	**LA S 00.1.1.f** Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).				
	LA M P4.1.1.g Recognizes words as a unit of print and understands letters from words.	**LA S 00.1.1.g** Demonstrate understanding that words are made up of letters and sentences are made up of words.				

	PK-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.						
Concept	**Grade Level Standards**						

	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Phonological Awareness	**LA M P4.1.2 Students will demonstrate phonological awareness.**	**LA S 00.1.2 Students will demonstrate phonological awareness through oral activities.**	**LA S 01.1.2 Students will demonstrate phonological awareness through oral activities.**	**LA S 02.1.2 Concept mastered at a previous grade level**	**LA S 03.1.2 Concept mastered at a previous grade level**	**LA S 04.1.2 Concept mastered at a previous grade level**	**LA S 05.1.2 Concept mastered at a previous grade level**
Curricular Indicators	**LA M P4.1.2.a** Progress in listening and telling differences in phonemes.	**LA S 00.1.2.a** Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).	**LA S 01.1.2.a** Blend, segment and manipulate phonemes orally.				
	LA M P4.1.2.b Recognize the connection between spoken and written words.	**LA S 00.1.2.b** Segment spoken sentences into words.					
	LA M P4.1.2.c Identify and produce oral rhymes.	**LA S 00.1.2.c** Identify and produce oral rhymes.					
	LA M P4.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).	**LA S 00.1.2.d** Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).					
	LA M P4.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).	**LA S 00.1.2.e** Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).					

PK-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.

Concept	Grade Level Standards						
	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Word Analysis	**LA M P4.1.3** **Students will acquire phonetic knowledge.**	**LA S 00.1.3** **Students will acquire phonetic knowledge as they learn to read and write grade-level text.**	**LA S 01.1.3** **Students will use phonetic analysis to read and write grade-level text.**	**LA S 02.1.3** **Students will use phonetic analysis to read and write grade-level text.**	**LA S 03.1.3** **Students will use knowledge of phonetic and structural analysis to read and write grade-level text.**	**LA S 04.1.3** **Students will use knowledge of phonetic and structural analysis to read and write grade-level text.**	**LA S 05.1.3** **Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.**
Curricular Indicators	**LA M P4.1.3.a** Match individual consonant sounds to appropriate letters.	**LA S 00.1.3.a** Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.	**LA S 01.1.3.a** Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.	**LA S 02.1.3.a** Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.	**LA S 03.1.3.a** Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.	**LA S 04.1.3.a** Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.	**LA S 05.1.3.a** Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
		LA S 00.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).	**LA S 01.1.3.b** Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).	**LA S 02.1.3.b** Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).	**LA S 03.1.3.b** Use word structure to read text (e.g., prefixes/suffixes, contractions, syllabication, derivation).	**LA S 04.1.3.b** Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).	
		LA S 00.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.	**LA S 01.1.3.c** Recognize and read grade-level (phonetic and non-phonetic) words in text.	**LA S 02.1.3.c** Recognize and read grade-level (phonetic and non-phonetic) words in text.	**LA S 03.1.3.c** Recognize and read grade-level (phonetic and non-phonetic) words in text.		
	LA M P4.1.3.d Progress in the identification of letters.	**LA M 00.1.3.d** Identify upper and lowercase letters.					

		PK-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.					
Concept	**Grade Level Standards**						
	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Fluency	**LA M P4.1.4 Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.**	**LA S 00.1.4 Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.**	**LA S 01.1.4 Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.**	**LA S 02.1.4 Students will develop accuracy, appropriate pace, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.**	**LA S 03.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**	**LA S 04.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**	**LA S 05.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**
Curricular Indicators	**LA M P4.1.4.a** Listen to text of increasing length and/or complexity to develop stamina.	**LA S 00.1.4.a** Listen to text of increasing length and/or complexity to develop stamina.	**LA S 01.1.4.a** Listen to and read text of increasing length and/or complexity to support reader stamina.	**LA S 02.1.4.a** Listen to and read text of increasing length and/or complexity to increase reader stamina.	**LA S 03.1.4.a** Listen to and read text of increasing length and/or complexity to increase reader stamina.	**LA S 04.1.4.a** Listen to and read text of increasing length and/or complexity to increase reader stamina. **LA M 04.1.4.a** Develop and use reading strategies to persevere through text of increasing length and/or complexity.	**LA S 05.1.4.a** Use reading strategies to persevere through text of increasing length and/or complexity.
	LA M P4.1.4.b Use appropriate expression to reflect meaning while participating in dramatic play activities.	**LA S 00.1.4.b** Use appropriate expression to reflect meaning while reading emergent-reader text.	**LA S 01.1.4.b** Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).	**LA S 02.1.4.b** Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).	**LA S 03.1.4.b** Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	**LA S 04.1.4.b** Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	**LA S 05.1.4.b** Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

		PK-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.					
Concept		**Grade Level Standards**					

	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Vocabulary	**LA M P4.1.5 Students will build and use conversational and academic grade-level vocabulary.**	**LA S 00.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA S 01.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA S 02.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA S 03.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA S 04.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA S 05.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**
Curricular Indicators		**LA S 00.1.5.a** Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).	**LA S 01.1.5.a** Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).	**LA S 02.1.5.a** Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).	**LA S 03.1.5.a** Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).	**LA S 04.1.5.a** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).	**LA S 05.1.5.a** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).
	LA M P4.1.5.b Use symbols/ images/ objects to represent something not present.	**LA S 00.1.5.b** Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	**LA S 01.1.5.b** Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.	**LA S 02.1.5.b** Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.	**LA S 03.1.5.b** Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.	**LA S 04.1.5.b** Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.	**LA S 05.1.5.b** Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
	LA M P4.1.5.c Recall and reflect on experiences and information, and interpret or draw conclusions based on information.	**LA S 00.1.5.c** Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	**LA S 01.1.5.c** Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	**LA S 02.1.5.c** Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	**LA S 03.1.5.c** Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	**LA S 04.1.5.c** Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	**LA S 05.1.5.c** Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

		LA S 00.1.5.d	LA S 01.1.5.d	LA S 02.1.5.d	LA S 03.1.5.d	LA S 04.1.5.d	LA S 05.1.5.d
		LA S 00.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.	**LA S 01.1.5.d** Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.	**LA S 02.1.5.d** Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.	**LA S 03.1.5.d** Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	**LA S 04.1.5.d** Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	**LA S 05.1.5.d** Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
		LA S 00.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.	**LA S 01.1.5.e** Locate words and determine word meaning using reference materials and classroom resources.	**LA S 02.1.5.e** Locate words and determine meaning using reference materials. **LA M 02.1.5.e** Locate words and determine meaning using reference materials and classroom resources.	**LA S 03.1.5.e** Locate words and determine meaning using reference materials. Locate words and determine meaning using reference materials. **LA M 03.1.5.e** Locate words and determine meaning using reference materials and classroom resources.	**LA S 04.1.5.e** Determine meaning using reference materials. **LA M 04.1.5.e** Locate words and determine meaning using reference materials and classroom resources.	**LA S 05.1.5.e** Determine meaning using reference materials.

Concept	Grade Level Standards						
	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Comprehension	**LA M P4.1.6 Students will construct meaning by using prior knowledge while reading emergent literary and informational text.**	**LAS 00.1.6 Students will construct meaning by using prior knowledge while reading emergent literary and informational text.**	**LA S 01.1.6 Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.**	**LA S 02.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**	**LA S 03.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 04.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 05.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**
Curricular Indicators		**LA S 00.1.6.a** With adult guidance, identify author's purpose (e.g., explain, entertain, inform).	**LA S 01.1.6.a** Identify author's purpose (e.g., explain, entertain, inform).	**LA S 02.1.6.a** Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	**LA S 03.1.6.a** Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	**LA S 04.1.6.a** Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	**LA S 05.1.6.a** Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.
	LA M P4.1.6.b Identify elements of literary text (e.g., characters, setting, events).	**LA S 00.1.6.b** Identify elements of literary text (e.g., characters, setting, events).	**LA S 01.1.6.b** Identify elements of literary text (e.g., characters, setting, events).	**LA S 02.1.6.b** Identify elements of literary text (e.g., characters, setting, plot).	**LA S 03.1.6.b** Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).	**LA S 04.1.6.b** Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme). **LA M 04.1.6.b** Analyze and describe elements of literary text (e.g., characters, character development, setting, plot, point of view, theme).	**LA S 05.1.6.b** Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme). **LA M 05.1.6.b** Analyze and describe elements of literary text (e.g., characters, character development, setting, plot, point of view, theme).
	LA M P4.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	**LA S 00.1.6.c** With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	**LA S 01.1.6.c** Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).	**LA S 02.1.6.c** Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm,	**LA S 03.1.6.c** Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm,	**LA S 04.1.6.c** Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia,	**LA S 05.1.6.c** Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia,

				personification).	personification, hyperbole, idioms).	imagery, rhythm, personification, hyperbole, idioms).	imagery, rhythm, personification, hyperbole, idioms). **LA M 05.1.6.c** Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm).
	LA M P4.1.6.d With adult guidance, retell major events and key details from a literary text and/or media (e.g., uses creativity, words, actions and materials to portray a role, situation, or setting).	**LA S 00.1.6.d** With adult guidance, retell major events and key details from a literary text and/or media.	**LA S 01.1.6.d** Retell major events and key details from a literary text and/or media.	**LA S 02.1.6.d** Retell major events and key details from a literary text and/or media and support a prompted theme.	**LA S 03.1.6.d** Summarize a literary text and/or media, using key details to identify the theme. **LA M 03.1.6.d** Retell major events and summarize a literary text and/or media, using key details to identify the theme.	**LA S 04.1.6.d** Summarize a literary text and/or media, using key details to identify the theme.	**LA S 05.1.6.d** Summarize and analyze a literary text and/or media, using key details to explain the theme.
	LA M P4.1.6.e Learn to sequence, predict, and retell a story.	**LA S 00.1.6.e** With adult guidance, retell main ideas from informational text and/or media.	**LA S 01.1.6.e** Retell main ideas and supporting details from informational text and/or media.	**LA S 02.1.6.e** Retell main ideas and supporting details from informational text and/or media.	**LA S 03.1.6.e** Determine main ideas and supporting details from informational text and/or media.	**LA S 04.1.6.e** Determine main ideas and supporting details from informational text and/or media.	**LA S 05.1.6.e** Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.
	LA M P4.1.6.f With adult guidance, identify text features in informational text.	**LA S 00.1.6.f** Identify text features in print and digital informational text.	**LA S 01.1.6.f** Identify text features in print and digital informational text.	**LA S 02.1.6.f** Use text features to locate information and gain meaning from print and digital text.	**LA S 03.1.6.f** Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	**LA S 04.1.6.f** Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	**LA S 05.1.6.f** Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
	LA M P4.1.6.g With adult guidance, identify the basic characteristics of literary and informational text.	**LA S 00.1.6.g** Identify the basic characteristics of literary and informational text.	**LA S 01.1.6.g** Identify the basic characteristics of a variety of literary and informational texts.	**LA S 02.1.6.g** Compare and contrast the basic characteristics of a variety of literary and informational texts.	**LA S 03.1.6.g** Compare and contrast the characteristics that distinguish a variety of literary and informational texts.	**LA S 04.1.6.g** Compare and contrast the characteristics that distinguish a variety of literary and informational texts. **LA M 04.1.6.g** Use textual evidence to compare and contrast	**LA S 05.1.6.g** Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.

						the characteristics that distinguish a variety of literary and informational texts.	
	LA M P4.1.6.h Demonstrate interest in and appreciation of reading-related activities (e.g., relates events in story to own knowledge and experiences).	**LA S 00.1.6.h** Make connections between own life and/or other cultures in literary and informational text.	**LA S 01.1.6.h** Make connections between own life and/or other cultures in literary and informational text.	**LA S 02.1.6.h** Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.	**LA S 03.1.6.h** Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	**LA S 04.1.6.h** Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	**LA S 05.1.6.h** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.
	LA M P4.1.6.i With adult guidance, construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	**LA S 00.1.6.i** Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	**LA S 01.1.6.i** Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	**LA S 02.1.6.i** Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	**LA S 03.1.6.i** Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	**LA S 04.1.6.i** Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	**LA S 05.1.6.i** Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
	LA M P4.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence).	**LA S 00.1.6.j** Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	**LA S 01.1.6.j** Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	**LA S 02.1.6.j** Identify organizational patterns found in informational text (e.g., sequence, description, compare/ contrast). **LA M 02.1.6.j** Identify organizational patterns found in informational text (e.g., sequence, description, compare/ contrast, fact/opinion).	**LA S 03.1.6.j** Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/ contrast). **LA M 03.1.6.j** Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect,	**LA S 04.1.6.j** Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	**LA S 05.1.6.j** Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).

				compare/contrast, fact/opinion).			
LA M P4.1.6.k With adult guidance, identify different purposes for reading (e.g., inform, enjoy).	**LA S 00.1.6.k** Identify different purposes for reading (e.g., inform, enjoy).	**LA S 01.1.6.k** Identify and explain purpose for reading (e.g., answer a question, enjoy).	**LA S 02.1.6.k** Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task). **LA M 02.1.6.k** Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task) by identifying evidence from text to support analysis, reflection, or research.	**LA S 03.1.6.k** Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task). **LA S 03.1.6.k** Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task). by identifying evidence from the text to support analysis, reflection, or research.	**LA S 04.1.6.k** Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task). **LA M 04.1.6.k** Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task) by using evidence from the text to support analysis, reflection, or research.	**LA S 05.1.6.k** Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
LA M P4.1.6.l With adult guidance, build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	**LA S 00.1.6.l** Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	**LA S 01.1.6.l** Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	**LA S 02.1.6.l** Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	**LA S 03.1.6.l** Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	**LA S 04.1.6.l** Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	**LA S 05.1.6.l** Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

		LA S 00.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted.	LA S 01.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	LA S 02.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	LA S 03.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	LA S 04.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	LA S 05.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
	LA M P4.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations and titles.	LA S 00.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations and titles.	LA S 01.1.6.n Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.	LA S 02.1.6.n Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.	LA S 03.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	LA S 04.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	LA S 05.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
	LA M P4.1.6.o Respond to text (e.g., verbally, in writing, or artistically).	LA S 00.1.6.o Respond to text (e.g., verbally, in writing, or artistically).	LA S 01.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	LA S 02.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	LA S 03.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	LA S 04.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	LA S 05.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA M P4.1.6.p Make connections between a print text and an audio, video, or live version of the text.	LA S 00.1.6.p Make connections between a print text and an audio, video, or live version of the text.	LA S 01.1.6.p Make connections between a print text and an audio, video, or live version of the text.	LA S 02.1.6.p Make connections between a print text and an audio, video, or live version of the text.	LA S 03.1.6.p Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.	LA S 04.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	LA S 05.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.

		PK-12 Comprehensive WRITING Standard: Students will learn and apply writing skills and strategies to communicate.					
Concepts	**Grade Level Standards**						
	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Writing Process	LA M P4.2.1 Students will apply the writing process to plan, draft, and publish writing pieces.	LA S 00.2.1 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 S 01.2.1 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 S 02.2.1 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 S 03.2.1 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 S 04.2.1 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 S 05.2.1 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.
Writing Modes	LA M P4.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 00.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 01.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 02.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 03.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 04.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 05.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.

	PK-12 Comprehensive Writing Standard: Students will learn and apply writing skills and strategies to communicate.						
Concept	**Grade Level Standards**						

	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Writing Process	**LA M P4.2.1 Students will apply the writing process to plan, draft, and publish writing pieces.**	**LA S 00.2.1 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 S 01.2.1 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 S 02.2.1 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 S 03.2.1 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 S 04.2.1 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 S 05.2.1 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.**
Curricular Indicators	**LA M P4.2.1.a** With adult guidance, use prewriting activities and inquiry tools to generate ideas.	**LA S 00.2.1.a** Use prewriting activities and inquiry tools to generate ideas.	**LA S 01.2.1.a** Use prewriting activities and inquiry tools to generate ideas.	**LA S 02.2.1.a** Use prewriting activities and inquiry tools to generate ideas.	**LA S 03.2.1.a** Use prewriting activities and inquiry tools to generate ideas.	**LA S 04.2.1.a** Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	**LA S 05.2.1.a** Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
	LA M P4.2.1.b Show an interest in early writing (e.g., uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories).	**LA S 00.2.1.b** Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.	**LA S 01.2.1.b** Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.	**LA S 02.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end. **LA M 02.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end with appropriate transitions.	**LA S 03.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	**LA S 04.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions. **LA M 04.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions linked to the	**LA S 05.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

						purpose of the composition.	
		LA S 00.2.1.c With adult guidance, use relevant information and evidence to support ideas.	**LA S 01.2.1.c** Gather and use relevant information and evidence to support ideas.	**LA S 02.2.1.c** Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.	**LA S 03.2.1.c** Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.	**LA S 04.2.1.c** Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	**LA S 05.2.1.c** Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
		LA S 00.2.1.d Compose simple, grammatically correct sentences.	**LA S 01.2.1.d** Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.	**LA S 02.2.1.d** Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	**LA S 03.2.1.d** Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. **LA M 03.2.1.d** Compose paragraphs with grammatically correct simple and compound sentences of varying length, complexity, and type.	**LA S 04.2.1.d** Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. **LA M 04.2.1.d** Compose paragraphs with grammatically correct simple and compound sentences of varying length, complexity, and type.	**LA S 05.2.1.d** Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.
		LA S 00.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.	**LA S 01.2.1.e** With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.	**LA S 02.2.1.3.e** Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	**LA S 03.2.1.e** Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	**LA S 04.2.1.e** Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	**LA S 05.2.1.e** Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
		LA S 00.2.1.f Provide oral descriptive feedback to other writers.	**LA S 01.2.1.f** Provide oral descriptive feedback to other writers.	**LA S 02.2.1.f** Provide oral and/or written descriptive feedback to other writers.	**LA S 03.2.1.f** Provide oral and/or written descriptive feedback to other writers.	**LA S 04.2.1.f** Provide oral, written, and/or digital descriptive feedback to other writers.	**LA S 05.2.1.f** Provide oral, written, and/or digital descriptive feedback to other writers.
	LA M P4.2.1.g With adult guidance, persevere in writing tasks.	**LA S 00.2.1.g** With adult guidance, persevere in writing tasks.	**LA S 01.2.1.g** Persevere in writing tasks of various length and complexity.	**LA S 02.2.1.g** Persevere in writing tasks of various length and complexity.	**LA S 03.2.1.g** Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	**LA S 04.2.1.g** Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	**LA S 05.2.1.g** Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

		LA S 00.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).	**LA S 01.2.1.h** With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).	**LA S 02.2.1.h** Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	**LA S 03.2.1.h** Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	**LA S 04.2.1.h** Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	**LA S 05.2.1.h** Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
		LA S 00.2.1.i Use own words to relate information.	**LA S 01.2.1.i** Use own words to relate information.	**LA S 02.2.1.i** Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.	**LA S 03.2.1.i** Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	**LA S 04.2.1.i** Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	**LA S 05.2.1.i** Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
		LA S 00.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	**LA S 01.2.1.j** Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	**LA S 02.2.1.j** Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	**LA S 03.2.1.j** Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	**LA S 04.2.1.j** Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	**LA S 05.2.1.j** Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).
		LA M 00.2.1.k Write all uppercase and lowercase manuscript letters, attending to the form of the letters	**LA M 01.2.1.k** Write legibly in manuscript	**LA M 02.2.1.k** Write legibly in manuscript	**LA M 03.2.1.k** Write legibly in cursive	**LA M 04.2.1.k** Write legibly in cursive	

	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Writing Modes	**LA M P4.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 00.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 01.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 02.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 03.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 04.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 05.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**
Curricular Indicators	**LA M P4.2.2.a** Communicate information and ideas effectively in descriptive, informative, narrative, poetic, and persuasive modes to multiple audiences using a variety of media and formats.	**LA S 00.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA S 01.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA S 02.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA S 03.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA S 04.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA S 05.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA M P4.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.	**LA S 00.2.2.b** With adult guidance, provide evidence from literary or informational text to support ideas or opinions.	**LA S 01.2.2.b** With adult guidance, provide evidence from literary or informational text to support ideas or opinions.	**LA S 02.2.2.b** Provide evidence from literary or informational text to support ideas or opinions.	**LA S 03.2.2.b** Provide evidence from literary or informational text to support ideas or opinions.	**LA S 04.2.2.b** Provide evidence from literary or informational text to support analysis, reflection, and research.	**LA S 05.2.2.b** Provide evidence from literary or informational text to support analysis, reflection, and research.
		LA S 00.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.	**LA S 01.2.2.c** With adult guidance, conduct and publish research to answer questions or solve problems using resources.	**LA S 02.2.2.c** Conduct and publish research to answer questions or solve problems using resources	**LA S 03.2.2.c** Conduct and publish research to answer questions or solve problems using resources.	**LA S 04.2.2.c** Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	**LA S 05.2.2.c** Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.

	LA M P4.2.2.d With adult guidance, use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 01.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 02.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 03.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 04.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 05.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA M P4.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.	LA S 00.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.	LA S 01.2.2.e Compare various mentor texts and/or exemplars to create similar pieces.	LA S 02.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	LA S 03.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	LA S 04.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	LA S 05.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

	PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.						
Concepts	**Grade Level Standards**						
	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Speaking	**LA M P4.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 00.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 01.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 02.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 03.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 04.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 05.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**
Listening	**LA M P4.3.2 Students will develop and demonstrate active listening skills across a variety of situations.**	**LA S 00.3.2 Students will develop and demonstrate active listening skills across a variety of situations.**	**LA S 01.3.2 Students will develop and demonstrate active listening skills across a variety of situations.**	**LA S 02.3.2 Students will develop and demonstrate active listening skills across a variety of situations.**	**LA S 03.3.2 Students will develop and demonstrate active listening skills across a variety of situations.**	**LA S 04.3.2 Students will develop and demonstrate active listening skills across a variety of situations.**	**LA S 05.3.2 Students will develop and demonstrate active listening skills across a variety of situations.**
Reciprocal Communication	**LA M P4.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 00.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 01.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 02.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 03.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 04.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 05.3.3 Students will develop, apply, and adapt reciprocal communication skills.**

				PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will learn and apply speaking and listening skills and strategies to communicate.			

Concept	Grade Level Standards						
	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Speaking Skills	**LA M P4.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 00.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 01.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 02.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 03.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 04.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 05.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**
Curricular Indicators	**LA M P4.3.1.a** Communicate for a variety of purposes. within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.	**LA S 00.3.1.a** Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.	**LA S 01.3.1.a** Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.	**LA S 02.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	**LA S 03.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	**LA S 04.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	**LA S 05.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	LA M P4.3.1.b Communicate needs, wants, thoughts, ideas, and feelings through words, gestures, actions, or expressions.	**LA S 00.3.1.b** Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.	**LA S 01.3.1.b** Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	**LA S 02.3.1.b** Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	**LA S 03.3.1.b** Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	**LA S 04.3.1.b** Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	**LA S 05.3.1.b** Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.
		LA S 00.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.	**LA S 01.3.1.c** Utilize appropriate visual and/or digital tools to support verbal communication.	**LA S 02.3.1.c** Utilize appropriate visual and/or digital tools to support verbal communication.	LА S 03.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	**LA S 04.3.1.c** Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	**LA S 05.3.1.c** Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

	LA S P4.3.1.d Convey a personal perspective.	LA S 00.3.1.d Convey a personal perspective with clear reasons.	LA S 01.3.1.d Convey a personal perspective with clear reasons.	LA S 02.3.1.d Convey a perspective with clear reasoning and support.	LA S 03.3.1.d Convey a perspective with clear reasoning and support.	LA S 04.3.1.d Convey a perspective with clear reasoning and support.	LA S 05.3.1.d Convey a perspective with clear reasoning and support.
	LA M P4.3.1.e Increasingly use communication to ask questions and seek answers.	LA S 00.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 01.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 02.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 03.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 04.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 05.3.1.e Ask pertinent questions to acquire or confirm information.

Concept	Grade Level Standards						
	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Listening Skills	**LA M P4.3.2 Students will develop and demonstrate active listening skills across a variety of situations.**	**LA S 00.3.2 Students will develop and demonstrate active listening skills across a variety of situations.**	**LA S 01.3.2 Students will develop and demonstrate active listening skills across a variety of situations.**	**LA S 02.3.2 Students will develop and demonstrate active listening skills across a variety of situations.**	**LA S 03.3.2 Students will develop and apply active listening skills across a variety of situations.**	**LA S 04.3.2 Students will develop and apply active listening skills across a variety of situations.**	**LA S 05.3.2 Students will develop and apply active listening skills across a variety of situations.**
Curricular Indicators	**LA M P4.3.2.a** Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	**LA S 00.3.2.a** Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	**LA S 01.3.2.a** Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	**LA S 02.3.2.a** Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	**LA S 03.3.2.a** Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	**LA S 04.3.2.a** Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	**LA S 05.3.2.a** Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
	LA M P4.3.2.b Demonstrate understanding of home and/or English languages during social interactions, program directions, and activities.	**LA S 00.3.2.b** With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	**LA S 01.3.2.b** With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	**LA S 02.3.2.b** Ask questions about the purpose and credibility of information being presented in diverse media and formats.	**LA S 03.3.2.b** Identify the purpose and credibility of information being presented in diverse media and formats.	**LA S 04.3.2.b** Identify the purpose and credibility of information being presented in diverse media and formats.	**LA S 05.3.2.b** Identify the purpose and credibility of information being presented in diverse media and formats.
	LA M P4.3.2.c Follow directions in sequences.	**LA S 00.3.2.c** Complete a task following one/two-step directions.	**LA S 01.3.2.c** Complete a task following one/two-step directions.	**LA S 02.3.2.c** Complete a task following multi-step directions.	**LA S 03.3.2.c** Complete a task following multi-step directions.	**LA S 04.3.2.c** Complete a task following multi-step directions.	**LA S 05.3.2.c** Complete a task following multi-step directions.

PK-12 Comprehensive SPEAKING/LISTENING Standard: **Students will learn and apply speaking and listening skills and strategies to communicate.**						

Concept	Grade Level Standards					
	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**

Concept	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Reciprocal Communication	**LA M P4.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 00.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 01.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 02.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 03.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 04.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 05.3.3 Students will develop, apply, and adapt reciprocal communication skills.**
Curricular Indicators	**LA M P4.3.3.a** Increase ability to sustain relationships (i.e., recognize how actions affect others and accept consequences for own actions).	**LA S 00.3.3.a** Practice appropriate classroom etiquette and recognize social cues when communicating.	**LA S 01.3.3.a** Practice appropriate classroom etiquette and recognize social cues when communicating.	**LA S 02.3.3.a** Practice appropriate classroom etiquette and recognize social cues when communicating.	**LA S 03.3.3.a** Demonstrate appropriate social etiquette and apply social cues when communicating.	**LA S 04.3.3.a** Demonstrate appropriate social etiquette and apply social cues when communicating.	**LA S 05.3.3.a** Demonstrate appropriate social etiquette and apply social cues when communicating.
	LA M P4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	**LA S 00.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	**LA S 01.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	**LA S 02.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	**LA S 03.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	**LA S 04.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	**LA S 05.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
	LA S P4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	**LA S 00.3.3.c** Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	**LA S 01.3.3.c** Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	**LA S 02.3.3.c** Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	**LA S 03.3.3.c** Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	**LA S 04.3.3.c** Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	**LA S 05.3.3.c** Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
	LA S P4.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	**LA S 00.3.3.d** Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	**LA S 01.3.3.d** Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	**LA S 02.3.3.d** Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	**LA S 03.3.3.d** Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	**LA S 04.3.3.d** Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	**LA S 05.3.3.d** Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.

	LA M P4.3.3.e Increase ability to sustain relationships.	LA S 00.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	LA S 01.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	LA S 02.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	LA S 03.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	LA S 04.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	LA S 05.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

	PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.						
Concept	**Grade Level Standards**						

	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Information Fluency		**LA S 00.4.1** Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	**LA S 01.4.1** Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	**LA S 02.4.1** Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	**LA S 03.4.1** Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	**LA S 04.4.1** Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	**LA S 05.4.1** Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).
Digital Citizenship		**LA S 00.4.2** Students will practice the norms of appropriate and responsible technology use.	**LA S 01.4.2** Students will practice the norms of appropriate and responsible technology use.	**LA S 02.4.2** Students will practice the norms of appropriate and responsible technology use.	**LA S 03.4.2** Students will practice the norms of appropriate and responsible technology use.	**LA S 04.4.2** Students will practice the norms of appropriate and responsible technology use.	**LA S 05.4.2** Students will practice the norms of appropriate and responsible technology use.

| | | PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship. | | | | | | |

Concept	Grade Level Standards							
		PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Information Fluency			**LA S 00.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 01.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 02.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 03.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 04.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 05.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**
Curricular Indicators			**LA S 00.4.1.a** With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).	**LA S 01.4.1.a** Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).	**LA S 02.4.1.a** With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	**LA S 03.4.1.a** Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	**LA S 04.4.1.a** Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	**LA S 05.4.1.a** Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
			LA S 00.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	**LA S 01.4.1.b** With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	**LA S 02.4.1.b** With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	**LA S 03.4.1.b** With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.	**LA S 04.4.1.b** Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	**LA S 05.4.1.b** Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
			LA S 00.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	**LA S 01.4.1.c** Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	**LA S 02.4.1.c** Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	**LA S 03.4.1.c** Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	**LA S 04.4.1.c** Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	**LA S 05.4.1.c** Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

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Students will apply information fluency and practice digital citizenship.</th></tr>
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Concept	Grade Level Standards						
	PK	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Digital Citizenship		*LA S 00.4.2 Students will practice the norms of appropriate and responsible technology use.*	*LA S 01.4.2 Students will practice the norms of appropriate and responsible technology use.*	*LA S 02.4.2 Students will practice the norms of appropriate and responsible technology use.*	*LA S 03.4.2 Students will practice the norms of appropriate and responsible technology use.*	*LA S 04.4.2 Students will practice the norms of appropriate and responsible technology use.*	*LA S 05.4.2 Students will practice the norms of appropriate and responsible technology use.*
Curricular Indicators		*LA S 00.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).*	*LA S 01.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).*	*LA S 02.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).*	*LA S 03.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).*	*LA S 04.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).*	*LA S 05.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).*
		LA S 00.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	*LA S 01.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.*	*LA S 02.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.*	*LA S 03.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.*	*LA S 04.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.*	*LA S 05.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.*

Courses	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Materials	*Creative Curriculum for Preschool (Teaching Strategies,*	*Wonders (McGraw-Hill, 2017)* *Open Court (McGraw-Hill, 2016) Core Knowledge*	*Wonders (McGraw-Hill, 2017)* *Open Court (McGraw-Hill, 2016) Core Knowledge*	*Wonders (McGraw-Hill, 2017)* *Open Court (McGraw-Hill, 2016) Core Knowledge*	*Wonders (McGraw-Hill, 2017)* *Open Court (McGraw-Hill, 2016) Core Knowledge*	*Wonders (McGraw-Hill, 2017)* *Open Court (McGraw-Hill, 2016) Core Knowledge*	*Wonders (McGraw-Hill, 2017)* *Open Court (McGraw-Hill, 2016) Core Knowledge*

	PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concepts	**Grade Level Standards**							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Concepts of Print	LA S 05.1.1 Concept mastered at a previous grade level	LA S 06.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 07.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 08.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 09.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 10.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 11.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 12.1.1 Mastered in Grade 1 and blended with other skills at this grade level.
Phonological Awareness	LA S 05.1.2 Concept mastered at a previous grade level	LA S 06.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 07.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 08.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 09.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 10.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 11.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 12.1.2 Mastered in Grade 1 and blended with other skills at this grade level.
Word Analysis	LA S 05.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 06.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 07.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 08.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA M 09.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 10.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA M 11.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 12.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
Fluency	LA S 05.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 06.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 07.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 08.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA M 09.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 10.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA M 11.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 12.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
Vocabulary	LA S 05.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 06.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 07.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 08.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA M 09.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 10.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA M 11.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 12.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.

Comprehension	**LA S 05.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 06.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 07.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 08.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA M 09.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 10.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA M 11.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 12.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**

Concepts	PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.
Concepts	Grade Level Standards

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Concepts of Print	**LA S 05.1.1** Concept mastered at a previous grade level	**LA S 06.1.1** Mastered in Grade 1 and blended with other skills at this grade band.	**LA S 07.1.1** Mastered in Grade 1 and blended with other skills at this grade band.	**LA S 08.1.1** Mastered in Grade 1 and blended with other skills at this grade band.	**LA M 09.1.1** Mastered in Grade 1 and blended with other skills at this grade band.	**LA S 10.1.1** Mastered in Grade 1 and blended with other skills at this grade band.	**LA M 11.1.1** Mastered in Grade 1 and blended with other skills at this grade band.	**LA S 12.1.1** Mastered in Grade 1 and blended with other skills at this grade band.
Curricular Indicators								

					PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.			
Concepts					**Grade Level Standards**			

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Phonological Awareness	**LA S 05.1.2 Concept mastered at a previous grade level**	**LA S 06.1.2 Mastered in Grade 1 and blended with other skills at this grade band.**	**LA S 07.1.2 Mastered in Grade 1 and blended with other skills at this grade band.**	**LA S 08.1.2 Mastered in Grade 1 and blended with other skills at this grade band.**	**LA M 09.1.2 Mastered in Grade 1 and blended with other skills at this grade band.**	**LA S 10.1.2 Mastered in Grade 1 and blended with other skills at this grade band.**	**LA M 11.1.2 Mastered in Grade 1 and blended with other skills at this grade band.**	**LA S 12.1.2 Mastered in Grade 1 and blended with other skills at this grade band.**
Curricular Indicators								

	PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concepts	**Grade Level Standards**							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Word Analysis	**LA S 05.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level across all disciplines.**	**LA S 06.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.**	**LA S 07.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.**	**LA S 08.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.**	**LA M 09.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.**	**LA S 10.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.**	**LA M 11.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.**	**LA S 12.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.**
Curricular Indicators	**LA S 05.1.3.a** Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	**LA S 06.1.3.a** Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	**LA S 07.1.3.a** Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	**LA S 08.1.3.a** Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	**LA M 09.1.3.a** Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	**LA S 10.1.3.a** Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	**LA M 11.1.3.a** Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	**LA S 12.1.3.a** Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

	PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.							

Concepts | **Grade Level Standards**

Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Fluency	**LA S 05.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**	**LA S 06.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**	**LA S 07.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**	**LA S 08.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**	**LA M 09.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**	**LA S 10.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**	**LA M 11.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**	**LA S 12.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**
Curricular Indicators	**LA S 05.1.4.a** Use reading strategies to persevere through text of increasing length and/or complexity.	**LA S 06.1.4.a** Use reading strategies to persevere through text of increasing length and/or complexity. **LA M 06.1.4.a** Use reading strategies for efficient pacing parallel to reading purpose.	**LA S 07.1.4.a** Use reading strategies to persevere through text of increasing length and/or complexity. **LA M 07.1.4.a** Use reading strategies for efficient pacing parallel to reading purpose.	**LA S 08.1.4.a** Use reading strategies to persevere through text of increasing length and/or complexity. **LA M 08.1.4.a** Use reading strategies for efficient pacing parallel to reading purpose.	**LA M 09.1.4.a** Adjust reading strategies to persevere through text of increasing length and/or complexity, and for efficiency parallel to reading purpose.	**LA S 10.1.4.a** Adjust reading strategies to persevere through text of increasing length and/or complexity. **LA M 10.1.4.a** Adjust reading strategies to persevere through text of increasing length and/or complexity, and for efficiency parallel to reading purpose.	**LA M 11.1.4.a** Adjust reading strategies to persevere through text of increasing length and/or complexity and for efficiency parallel to reading purpose.	**LA S 12.1.4.a** Adjust reading strategies to persevere through text of increasing length and/or complexity. **LA M 12.1.4.a** Adjust reading strategies to persevere through text of increasing length and/or complexity and for efficiency parallel to reading purpose.
	LA S 05.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.							

	PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concepts	**Grade Level Standards**							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Vocabulary	**LA S 05.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA S 06.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA S 07.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA S 08.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA M 09.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA S 10.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA M 11.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	**LA S 12.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.**
Curricular Indicators	LA S 05.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).	LA S 06.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	LA S 07.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	LA S 08.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	LA M 09.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	LA S 10.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.	LA M 11.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.	LA S 12.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
	LA S 05.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA S 06.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA S 07.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA S 08.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA M 09.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA S 10.1.5.b Skills blended with 10.1.5.a at this level.	LA M 11.1.5.b Skills blended with 11.1.5.a at this level.	LA S 12.1.5.b Skills blended with 12.1.5.a at this level.
	LA S 05.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 06.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 07.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 08.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA M 09.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 10.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA M 11.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 12.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

		LA S 05.1.5.d	LA S 06.1.5.d	LA S 07.1.5.d	LA S 08.1.5.d	LA M 09.1.5.d	LA S 10.1.5.d	LA M 11.1.5.d Use	LA S 12.1.5.d
		Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.	Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.	semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.	Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
		LA S 05.1.5.e Determine meaning using reference materials.	LA S 06.1.5.e Verify meaning and pronunciation of words or phrases using reference materials. LA M 6.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.	LA S 07.1.5.e Verify meaning and pronunciation of words or phrases using reference materials. LA M 7.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.	LA S 08.1.5.e Verify meaning and pronunciation of words or phrases using reference materials. LA M 8.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.	LA M 09.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.	LA S 10.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.	LA M 11.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.	LA S 12.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

PK- 12 Comprehensive READING Standard:
Students will learn and apply reading skills and strategies to comprehend text.

Concepts	Grade Level Standards							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Comprehension	**LA S 05.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 06.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 07.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 08.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA M 09.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 10.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA M 11.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	**LA S 12.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**
Curricular Indicators	**LA S 05.1.6.a** Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	**LA S 06.1.6.a** Analyze text to determine author's purpose(s) and describe how author's perspective influences text.	**LA S 07.1.6.a** Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.	**LA S 08.1.6.a** Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.	**LA M 09.1.6.a** Analyze the meaning, reliability, and validity of text considering author's purpose and perspective and cultural influences.	**LA S 10.1.6.a** Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.	**LA M 11.1.6.a** Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.	**LA S 12.1.6.a** Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.

LA S 05.1.6.b	LA S 06.1.6.b	LA S 07.1.6.b	LA S 08.1.6.b	LA M 09.1.6.b	LA S 10.1.6.b	LA M 11.1.6.b	LA S 12.1.6.b
Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme). **LA M 05.1.6.b** Analyze and describe elements of literary text. (e.g., characters, character development, setting, plot, point of view, theme.)	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).	Analyze and explain the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood) and their combined impact on the text.	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood). **LA M 12.1.6.b** Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood) and their combined impact on the text.

Note: The header row labels (LA S 05.1.6.b, etc.) are bold. The text below begins each cell.

	LA S 05.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). **LA M 05.1.6.c** Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm).	LA S 06.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).	LA S 07.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).	LA S 08.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).	LA M 09.1.6.c Identify and analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).	LA S 10.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).	LA M 11.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, irony).	LA S 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood). **LA M 12.1.6.c** Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, irony).
	LA S 05.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.	**LA S 06.1.6.d** Summarize and analyze a literary text and/or media, using key details to explain the theme.	**LA S 07.1.6.d** Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.	**LA S 08.1.6.d** Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.	**LA M 09.1.6.d** Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).	**LA S 10.1.6.d** Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).	**LA M 11.1.6.d** Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).	**LA S 12.1.6.d** Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).
	LA S 05.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	**LA S 06.1.6.e** Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	**LA S 07.1.6.e** Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.	**LA S 08.1.6.e** Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.	**LA M 09.1.6.e** Skills blended with 9.1.6.d at this level.	**LA S 10.1.6.e** Skills blended with 10.1.6.d at this level.	**LA M 11.1.6.e** Skills blended with 11.1.6.d at this level.	**LA S 12.1.6.e** Skills blended with 12.1.6.d at this level.

LA S 05.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	**LA S 06.1.6.f** Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.	**LA S 07.1.6.f** Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.	**LA S 08.1.6.f** Analyze and evaluate information from print and digital text features to support comprehension.	**LA M 09.1.6.f** Analyze and evaluate information from print and digital text features to support comprehension.	**LA S 10.1.6.f** Interpret and evaluate information from print and digital text features to support comprehension.	**LA M 11.1.6.f** Interpret and evaluate information from print and digital text features to support comprehension.	**LA S 12.1.6.f** Interpret and evaluate information from print and digital text features to support comprehension.
LA S 05.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	**LA S 06.1.6.h** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.	**LA S 07.1.6.h** Explain the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a regional, national, and international multicultural perspective.	**LA S 08.1.6.h** Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.	**LA M 09.1.6.h** Skills blended with 09.1.6.g at this level.	**LA S 10.1.6.h** Skills blended with 10.1.6.g at this level.	**LA M 11.1.6.h** Skills blended with 11.1.6.g at this level.	**LA S 12.1.6.h** Skills blended with 12.1.6.g at this level.
LA S 05.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	**LA S 06.1.6.i** Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	**LA S 07.1.6.i** Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	**LA S 08.1.6.i** Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	**LA M 09.1.6.i** Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.	**LA S 10.1.6.i** Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.	**LA M 11.1.6.i** Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.	**LA S 12.1.6.i** Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
LA S 05.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	**LA S 06.1.6.j** Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).	**LA S 07.1.6.j** Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/ chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/ support).	**LA S 08.1.6.j** Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/ chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/ support).	**LA M 09.1.6.j** Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/ support, concept definition, question/ answer).	**LA S 10.1.6.j** Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).	**LA M 11.1.6.j** Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/ support, concept definition, question/ answer).	**LA S 12.1.6.j** Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).

	LA S 05.1.6.k	LA S 06.1.6.k	LA S 07.1.6.k	LA S 08.1.6.k	LA M 09.1.6.k	LA S 10.1.6.k	LA M 11.1.6.k	LA S 12.1.6.k
	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
	LA S 05.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	LA S 06.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text. LA M 6.1.6 l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make relevant text-to-self, text-to-text, and text-to-world connections while reading complex text.	LA S 07.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text. LA M 07.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make relevant text-to-self, text-to-text, and text-to-world connections while reading complex text.	LA S 08.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	LA M 09.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	LA S 10.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	LA M 11.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	LA S 12.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
	LA S 05.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	LA S 06.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.	LA S 07.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.	LA S 08.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.	LA M 09.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.	LA S 10.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.	LA M 11.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.	LA S 12.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.

		LA S 05.1.6.n	LA S 06.1.6.n	LA S 07.1.6.n	LA S 08.1.6.n	LA M 09.1.6.n	LA S 10.1.6.n	LA M 11.1.6.n	LA S 12.1.6.n
		Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media	Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
		LA S 05.1.6.o	LA S 06.1.6.o	LA S 07.1.6.o	LA S 08.1.6.o	LA M 09.1.6.o	LA S 10.1.6.o	LA M 11.1.6.o	LA S 12.1.6.o
		Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate an understanding of complex text by using textual evidence to support analysis and reflection via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
		LA S 05.1.6.p	LA S 06.1.6.p	LA S 07.1.6.p	LA S 08.1.6.p	LA M 09.1.6.p	LA S 10.1.6.p	LA M 11.1.6.p	LA S 12.1.6.p
		Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

PK-12 Comprehensive WRITING Standard:
Students will learn and apply writing skills and strategies to communicate.

Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Writing Process	**LA S 05.2.1 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 S 06.2.1 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 S 07.2.1 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 S 08.2.1 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 M 09.2.1 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 S 10.2.1 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 M 11.2.1 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 S 12.2.1 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.**
Writing Modes	**LA S 05.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 06.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 07.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**A S 08.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA M 09.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 10.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA M 11.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 12.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

	PK-12 Comprehensive WRITING Standard: Students will learn and apply writing skills and strategies to communicate.							
Concept	**Grade Level Standards**							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Writing Process	**LA S 05.2.1 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 S 06.2.1 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 S 07.2.1 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 S 08.2.1 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 M 09.2.1 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 S 10.2.1 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 M 11.2.1 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 S 12.2.1 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.**
Curricular Indicators	LA S 05.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	LA S 06.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.	LA S 07.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.	LA S 08.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.	LA M 09.2.1.a Use prewriting and multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	LA S 10.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	LA M 11.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	LA S 12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

		LA S 05.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	LA S 06.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	LA S 07.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	LA S 08.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	LA M 09.2.1.b Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.	LA S 10.2.1.b Generate a draft that conveys complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.	LA M 11.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.	LA S 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
		LA S 05.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	LA S 06.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA S 07.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA S 08.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA M 09.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA S 10.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA M 11.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA S 12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
		LA S 05.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.	LA S 06.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.	LA S 07.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.	LA S 08.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.	LA M 09.2.1.d Apply standard rules of grammar and paragraph formation including simple, compound and complex sentences of varying length and complexity.	LA S 10.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.	LA M 11.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.	LA S 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
		LA S 05.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 06.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 07.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 08.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA M 09.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 10.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA M 11.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

		LA S 05.2.1.f	LA S 06.2.1.f	LA S 07.2.1.f	LA S 08.2.1.f	LA M 09.2.1.f	LA S 10.2.1.f	LA M 11.2.1.f	LA S 12.2.1.f
		Provide oral, written, and/or digital descriptive feedback to other writers.	Provide oral, written, and/or digital descriptive feedback to other writers.	Provide oral, written, and/or digital descriptive feedback to other writers.	Provide oral, written, and/or digital descriptive feedback to other writers	Provide oral, written, and/or digital descriptive feedback to other writers.	Provide oral, written, and/or digital descriptive feedback to other writers.	Provide oral, written, and/or digital descriptive feedback to other writers.	Provide oral, written, and/or digital descriptive feedback to other writers
		LA S 05.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 06.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 07.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 08.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA M 09.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 10.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA M 11.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 12.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
		LA S 05.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 06.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 07.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 08.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA M 09.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 10.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA M 11.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
		LA S 05.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 06.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 07.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 08.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA M 09.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 10.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA M 11.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 12.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
		LA S 05.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	LA S 06.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	LA S 07.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	LA S 08.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	LA M 09.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions,	LA S 10.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions,	LA M 11.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions,	LA S 12.2.1.j Publish a legible document using a variety of media, and 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).	citations, and manuscript requirements).	citations, and manuscript requirements).	citations, and manuscript requirements).

	PK-12 Comprehensive WRITING Standard: Students will learn and apply writing skills and strategies to communicate.							
Concepts	**Grade Level Standards**							

	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Writing Modes	**LA S 05.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 06.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 07.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 08.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA M 09.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 10.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA M 11.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**	**LA S 12.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.**
Curricular Indicators	**LA S 05.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA S 06.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA S 07.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA S 08.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA M 09.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA S 10.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA M 11.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**LA S 12.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA S 05.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	**LA S 06.2.2.b** Provide evidence from literary or informational text to support analysis, reflection, and research.	**LA S 07.2.2.b** Provide evidence from literary or informational text to support analysis, reflection, and research.	**LA S 08.2.2.b** Provide evidence from literary or informational text to support analysis, reflection, and research.	**LA M 09.2.2.b** Provide evidence from literary or informational text to support analysis, reflection, and research.	**LA S 10.2.2.b** Provide evidence from literary or informational text to support analysis, reflection, and research.	**LA M 11.2.2.b** Provide evidence from literary or informational text to support analysis, reflection, and research.	**LA S 12.2.2.b** Provide evidence from literary or informational text to support analysis, reflection, and research.
	LA S 05.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	**LA S 06.2.2.c** Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	**LA S 07.2.2.c** Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	**LA S 08.2.2.c** Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	**LA M 09.2.2.c** Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	**LA S 10.2.2.c** Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	**LA M 11.2.2.c** Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	**LA S 12.2.2.c** Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

	LA S 05.2.2.d	LA S 06.2.2.d	LA S 07.2.2.d	LA S 08.2.2.d	LA M 09.2.2.d	LA M 10.2.2.d	LA M 11.2.2.d	LA S 12.2.2.c
	LA S 05.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	**LA S 06.2.2.d** Use precise word choice and domain-specific vocabulary to write in a variety of modes.	**LA S 07.2.2.d** Use precise word choice and domain-specific vocabulary to write in a variety of modes.	**LA S 08.2.2.d** Use precise word choice and domain-specific vocabulary to write in a variety of modes.	**LA M 09.2.2.d** Use precise word choice and domain-specific vocabulary to write in a variety of modes.	**LA M 10.2.2.d** Use precise word choice and domain-specific vocabulary to write in a variety of modes.	**LA M 11.2.2.d** Use precise word choice and domain-specific vocabulary to write in a variety of modes.	**LA S 12.2.2.c** Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA S 05.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	**LA S 06.2.2.e** Analyze various mentor texts and/or exemplars in order to create a similar piece.	**LA S 07.2.2.e** Analyze various mentor texts and/or exemplars in order to create a similar piece.	**LA S 08.2.2.e** Analyze various mentor texts and/or exemplars in order to create a similar piece.	**LA M 09.2.2.e** Analyze various mentor texts and/or exemplars in order to create a similar piece.	**LA S 10.2.2.e** Analyze various mentor texts and/or exemplars in order to create a similar piece.	**LA M 11.2.2.e** Analyze various mentor texts and/or exemplars in order to create a similar piece.	**LA S 12.2.2.e** Analyze various mentor texts and/or exemplars in order to create a similar piece.

	PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

Concepts	Grade Level Standards

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Speaking Skills	**LA S 05.3.1** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	**LA S 06.3.1** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	**LA S 07.3.1** Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	**LA S 08.3.1** Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	**LA M 09.3.1** Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	**LA S 10.3.1** Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	**LA M 11.3.1** Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	**LA S 12.3.1** Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
Listening Skills	**LA S 05.3.2** Students will develop and demonstrate active listening skills across a variety of situations.	**LA S 06.3.2** Students will develop and apply active listening skills across a variety of situations.	**LA S 07.3.2** Students will develop and apply active listening skills across a variety of situations.	**LA S 08.3.2** Students will develop and apply active listening skills across a variety of situations.	**LA M 09.3.2** Students will develop and apply active listening skills across a variety of situations.	**LA S 10.3.2** Students will develop and apply active listening skills across a variety of situations.	**LA M 11.3.2** Students will develop and apply active listening skills across a variety of situations.	**LA S 12.3.2** Students will develop and apply active listening skills across a variety of situations.
Reciprocal Communication	**LA S 05.3.3** Students will develop, apply, and adapt reciprocal communication skills.	**LA S 06.3.3** Students will develop, apply, and adapt reciprocal communication skills.	**LA S 07.3.3** Students will develop, apply, and adapt reciprocal communication skills.	**LA S 08.3.3** Students will develop, apply, and adapt reciprocal communication skills.	**LA M 09.3.3** Students will develop, apply, and adapt reciprocal communication skills.	**LA S 10.3.3** Students will develop, apply, and adapt reciprocal communication skills.	**LA M 11.3.3** Students will develop, apply, and adapt reciprocal communication skills.	**LA S 12.3.3** Students will develop, apply, and adapt reciprocal communication skills.

PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.							

Concepts	Grade Level Standards						
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**

Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Speaking Skills	**LA S 05.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 06.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 07.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 08.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA M 09.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 10.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA M 11.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**	**LA S 12.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**
Curricular Indicators	**LA S 05.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	**LA S 06.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	**LA S 07.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	**LA S 08.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	**LA M 09.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence	**LA S 10.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	**LA M 11.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence	**LA S 12.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	LA S 05.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	**LA S 06.3.1.b** Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	**LA S 07.3.1.b** Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	**LA S 08.3.1.b** Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	**LA M 09.3.1.b** Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	**LA S 10.3.1.b** Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	**LA M 11.3.1.b** Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	**LA S 12.3.1.b** Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.

	LA S 05.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	**LA S 06.3.1.c** Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	**LA S 07.3.1.c** Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	**LA S 08.3.1.c** Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	**LA M 09.3.1.c** Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	**LA S 10.3.1.c** Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	**LA M 11.3.1.c** Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	**LA S 12.3.1.c** Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
	LA S 05.3.1.d Convey a perspective with clear reasoning and support.	**LA S 06.3.1.d** Convey a perspective with clear reasoning and support.	**LA S 07.3.1.d** Convey a perspective with clear reasoning and valid evidence.	**LA S 08.3.1.d** Convey a perspective with clear reasoning and valid evidence.	**LA M 09.3.1.d** Convey a perspective with clear reasoning and valid evidence.	**LA S 10.3.1.d** Convey a perspective with clear reasoning and valid evidence.	**LA M 11.3.1.d** Convey a perspective with clear reasoning and valid evidence.	**LA S 12.3.1.d** Convey a perspective with clear reasoning and valid evidence.
	LA S 05.3.1.e Ask pertinent questions to acquire or confirm information.	**LA S 06.3.1.e** Ask pertinent questions to acquire or confirm information.	**LA S 07.3.1.e** Ask pertinent questions to acquire or confirm information.	**LA S 08.3.1.e** Ask pertinent questions to acquire or confirm information.	**LA M 09.3.1.e** Ask pertinent questions to acquire or confirm information.	**LA S 10.3.1.e** Ask pertinent questions to acquire or confirm information.	**LA M 11.3.1.e** Ask pertinent questions to acquire or confirm information.	**LA S 12.3.1.e** Ask pertinent questions to acquire or confirm information.
		LA S 06.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.	**LA S 07.3.1.f** Address alternative or opposing perspectives when appropriate to the mode of speaking.	**LA S 08.3.1.f** Address alternative or opposing perspectives when appropriate to the mode of speaking.	**LA M 09.3.1.f** Address alternative or opposing perspectives when appropriate to the mode of speaking.	**LA S 10.3.1.f** Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.	**LA M 11.3.1.f** Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.	**LA S 12.3.1.f** Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

Concepts	PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.							
	Grade Level Standards							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Listening Skills	**LA S 05.3.2 Students will develop and apply active listening skills across a variety of situations.**	**LA S 06.3.2 Students will develop and apply active listening skills across a variety of situations.**	**LA S 07.3.2 Students will develop and apply active listening skills across a variety of situations.**	**LA S 08.3.2 Students will develop and apply active listening skills across a variety of situations.**	**LA M 09.3.2 Students will develop and apply active listening skills across a variety of situations.**	**LA S 10.3.2 Students will develop and apply active listening skills across a variety of situations.**	**LA M 11.3.2 Students will develop and apply active listening skills across a variety of situations.**	**LA S 12.3.2 Students will develop and apply active listening skills across a variety of situations.**
Curricular Indicators	**LA S 05.3.2.a** Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	**LA S 06.3.2.a** Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.	**LA S 07.3.2.a** Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.	**LA S 08.3.2.a** Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.	**LA M 09.3.2.a** Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	**LA S 10.3.2.a** Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	**LA M 11.3.2.a** Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	**LA S 12.3.2.a** Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
	LA S 05.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	**LA S 06.3.2.b** Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.	**LA S 07.3.2.b** Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.	**LA S 08.3.2.b** Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	**LA S 09.3.2.b** Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	**LA S 10.3.2.b** Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	**LA M 11.3.2.b** Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	**LA S 12.3.2.b** Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
	LA S 05.3.2.c Complete a task following multi-step directions.	**LA S 06.3.2.c** Complete a task following complex multi-step directions.	**LA S 07.3.2.c** Complete a task following complex multi-step directions.	**LA S 08.3.2.c** Complete a task following complex multi-step directions.	**LA M 09.3.2c** Complete a task following complex multi-step directions.	**LA S 10.3.2.c** Complete a task following complex multi-step directions.	**LA M 11.3.2.c** Complete a task following complex multi-step directions.	**LA S 12.3.2.c** Complete a task following complex multi-step directions.

	PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.							
Concepts	**Grade Level Standards**							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Reciprocal Communication	**LA S 05.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA M 09.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 10.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.**	**LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.**
Curricular Indicators	**LA S 05.3.3.a** Demonstrate appropriate social etiquette and apply social cues when communicating.	**LA S 06.3.3.a** Apply appropriate social etiquette and practice social protocols when communicating.	**LA S 07.3.3.a** Apply appropriate social etiquette and practice social protocols when communicating.	**LA S 08.3.3.a** Apply appropriate social etiquette and practice social protocols when communicating.	**LA M 09.3.3.a** Identify and integrate professional etiquette and social protocols when communicating.	**LA S 10.3.3.a** Integrate professional etiquette and social protocols when communicating.	**LA M 11.3.3.a** Integrate professional etiquette and social protocols when communicating.	**LA S 12.3.3.a** Integrate professional etiquette and social protocols when communicating.
	LA S 05.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	**LA S 06.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	**LA S 07.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	**LA M 08.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	**LA M 09.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	**LA S 10.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	**LA M 11.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	**LA S 12.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
	LA S 05.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	**LA S 06.3.3.c** Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.	**LA S 07.3.3.c** Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.	**LA S 08.3.3.c** Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.	**LA M 09.3.3.c** Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.	**LA S 10.3.3.c** Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.	**LA M 11.3.3.c** Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.	**LA S 12.3.3.c** Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.

	LA S 05.3.3.d	LA S 06.3.3.d	LA S 07.3.3.d	LA S 08.3.3.d	LA M 09.3.3.d	LA S 10.3.3.d	LA M 11.3.3.d	LA S 12.3.3.d
	Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.	Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.	Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
	LA S 05.3.3.e	LA S 06.3.3.e	LA S 07.3.3.e	LA S 08.3.3.e	LA M 09.3.3.e	LA S 10.3.3.e	LA M 11.3.3.e	LA S 12.3.3.e
	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

	PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.							
Concepts	**Grade Level Standards**							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Information Fluency	**LA S 05.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 06.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 07.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 08.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA M 09.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 10.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA M 11.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 12.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**
Digital Citizenship	**LA S 05.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA S 06.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA S 07.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA S 08.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA M 09.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA S 10.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA M 11.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA S 12.4.2 Students will practice the norms of appropriate and responsible technology use.**

	PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.							
Concepts	**Grade Level Standards**							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Information Fluency	**LA S 05.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 06.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 07.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 08.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA M 09.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 10.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA M 11.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**	**LA S 12.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).**
Curricular Indicators	**LA S 05.4.1.a** Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings..	**LA S 06.4.1.a** Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	**LA S 07.4.1.a** Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	**LA S 08.4.1.a** Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	**LA M 09.4.1.a** Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.	**LA S 10.4.1.a** Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions. **LA M 10.4.1.a** Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.	**LA M 11.4.1.a** Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.	**LA S 12.4.1.a** Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions. **LA M 12.4.1.a** Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.

	LA S 05.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	LA S 06.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	LA S 07.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	LA S 08.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	LA M 09.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	LA S 10.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	LA M 11.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	LA S 12.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
	LA S 05.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA S 06.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA S 07.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA S 08.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA M 09.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA S 10.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA M 11.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA S 12.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

	PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.							
Concepts	**Grade Level Standards**							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Digital Citizenship	**LA S 05.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA S 06.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA S 07.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA S 08.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA M 09.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA S 10.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA M 11.4.2 Students will practice the norms of appropriate and responsible technology use.**	**LA S 12.4.2 Students will practice the norms of appropriate and responsible technology use.**
Curricular Indicators	**LA S 05.4.2.a** Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	**LA S 06.4.2.a** Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	**LA S 07.4.2.a** Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	**LA S 08.4.2.a** Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	**LA M 09.4.2.a** Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	**LA S 10.4.2.a** Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	**LA M 11.4.2.a** Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	**LA S 12.4.2.a** Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA S 05.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**LA S 06.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**LA S 07.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**LA S 08.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**LA M 09.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**LA S 10.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**LA M 11.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**LA S 12.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

	Grade 5 Language Arts	English Language Arts 6 Reading 6	English Language Arts 7 Reading 7	English Language Arts 8 Honors English 8 Reading 8	English 9 Honors English 9	English 10 Honors English 10	English 11 Literacy Enrichment 11	AP
Courses					English 9 Honors English 9 English 9 Literacy Enrichment Speech Debate Competitive Debate Forensics: Competitive Speech Intro to Journalism, Photojournalism, and Broadcasting Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies	English 10 Honors English 10 English 10 Literacy Enrichment Speech Debate Competitive Debate Forensics: Competitive Speech Intro to Journalism, Photojournalism, and Broadcasting Advanced Journalism Yearbook Advanced Broadcasting Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies	English 11 Literacy Enrichment 11 AP Language Global Perspectives through Literature Contemporary Literature Literacy for Life Literature and Film Speech Debate Competitive Debate Forensics: Competitive Speech Intro to Journalism, Photojournalism, and Broadcasting Advanced Journalism Yearbook Advanced Broadcasting Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies Media Analysis Creative Writing College Writing	AP Language AP Literature Global Perspectives through Literature Contemporary Literature Literacy for Life Popular Genres in Literature Literature and Film Speech Debate Competitive Debate Forensics: Competitive Speech Intro to Journalism, Photojournalism, and Broadcasting Advanced Journalism Yearbook Advanced Broadcasting Theatre Appreciation Theatre Technology Theatre and Performance I Theatre and Performance: Advanced Studies Media Analysis Creative Writing College Writing
Instructional Materials	*Wonders* (McGraw-Hill, 2017) *Open Court* (McGraw-Hill, 2016) Core Knowledge	*My Perspectives* (Pearson, 2017) *Literature* (McDougal-Littell, 2008)	*My Perspectives* (Pearson, 2017) *Literature* (McDougal-Littell, 2008)	*My Perspectives* (Pearson, 2017) *Literature* (McDougal-Littell, 2008)	*Mirrors and Windows* (EMC Publishing, 2016) *Collections* (HMH, 2017)	*Mirrors and Windows* (EMC Publishing, 2016) *Collections* (HMH, 2017)	*Mirrors and Windows* (EMC Publishing, 2016)	

Appendix

PreK-12 Language Arts Courses and Electives

Introduction
The PK-12 Language Arts Courses and Electives list on the following page provides a listing of all required and elective courses offered to Millard Public School students. It provides an overall course sequence.

Background
Committees spent a year completing research and participating in discussions focused on current course offerings, materials, resources, assessment data, and literacy development while working with the Nebraska State Language Arts Standards and Indicators.

During those discussions, committee members felt it was important to focus on our students being able to serve as literate members of society, whether preparing for college, the workplace, or specialized fields of study.

Discussions led to purposeful decisions to serve the needs of all students. Focus was given to the current proficiency levels of students to be sure all levels of student reading and writing needs were addressed while determining courses needed in today's world.

It was determined to continue to offer the same courses PK-7th grades. The committee decided to add an Honors English 8 course to the middle school offerings, along with English 8. In addition, it was decided to create a specific focus in ninth through eleventh grades:
- English 9: Introduction to Composition and Literature
- English 10: World Literature and Composition
- English 11: American Literature and Composition
- Elective courses were also part of these discussions and decisions were made to abandon, replace, or rewrite a course with the end result being the same number of course options for our students but with some reorganization. Supporting documentation for these decisions is included within the appendix section.

Language Arts Courses and Electives

Preschool Language Arts
Kindergarten Language Arts
Grade 1 Language Arts
Grade 2 Language Arts
Grade 3 Language Arts
Grade 4 Language Arts
Grade 5 Language Arts
English Language Arts 6
Reading 6
English Language Arts 7
Reading 7
English Language Arts 8
Reading 8
Honors English 8
English 9: Introduction to Composition and Literature
English 10: World Literature and Composition
English 11: American Literature and Composition
Honors English 9: World Literature and Advanced Composition
Honors English 10: American Literature and Advanced Composition
Global Perspectives through Literature (1 semester)
English 9 Literacy Enrichment (2 semesters; English and elective credit)
English 10 Literacy Enrichment (2 semesters; English and elective credit)
Literacy Enrichment 11 (2 semesters; elective credit)
AP Language and Composition (2 semesters)
AP Literature and Composition (2 semesters)
Introduction to Journalism, Photojournalism, and Broadcast Journalism (1 semester)
Advanced News Reporting (2 semesters; repeatable)
Yearbook (2 semesters; repeatable)
Broadcast Journalism (2 semesters; repeatable)
Speech (1 semester)
Forensics: Competitive Speech (2 semesters; repeatable)
Debate (1 semester)
Competitive Debate (2 semesters; repeatable)
Theatre Appreciation (1 semester)
Theatre and Performance I (1 semester)
Theatre and Performance: Advanced Studies (1 semester; repeatable)
Theatre Technology (1 semester; repeatable)
Media Analysis (1 semester)
Literacy for Life (1 semester)
Popular Genres in Literature (1 semester)
Creative Writing (1 semester)
College Writing (1 semester)
Literature and Film (1 semester)
Contemporary Literature (1 semester)

March 2, 2017 ~ Course Sequence Study
Secondary Curriculum Planning Committee Members

Current Course	Proposed Change	Rationale
	Honors English 8—**new course** This course would be offered on all teams in the middle school and placement would be self-selection by student and his/her family.	Research for above-level students shows significant growth when high-achieving reading and writing students are placed with like-minds and when faced with more frequent challenge in classroom instruction.
Introduction to Journalism	**Rename** Introduction to Journalism, Photojournalism, and Broadcast Journalism.	Naming clarification illustrates the three types of journalism that will be introduced to students during this course.
Advanced Journalism	**Rename** Advanced News Reporting with the subtitle of Hoofbeat-NHS, Common Sense-SHS, Pawprint-WHS *in the handbook.*	Naming clarification to match the updated course sequence and to highlight work with a publication.
Photojournalism	**Restructure to include** Broadcast Journalism	Today's journalism must include elements of broadcasting; these skills and experiences are currently *integrated within* our existing courses. Following the prerequisite course "Introduction to Journalism, Photojournalism, and Broadcast Journalism," teachers would like to dedicate three <u>separate</u> advanced courses for publications: ● **Advanced News Reporting** ● **Yearbook** ● **Broadcast Journalism**
Forensics	**Rename** Forensics: Competitive Speech	"Forensics" maintains the nomenclature used by the national association and at the university level. Teachers would like to add "Competitive Speech" to the title to clarify that this is not a crime scene forensics course which is often a point of confusion.
Advanced Debate	**Rename** Competitive Debate	The two debate courses will now be Debate and Competitive Debate. Naming clarification makes it obvious that students in this course will be expected to compete – and always after school hours/weekends.
Drama I	**Rename** Theatre and Performance I	Name change to clarify that this is a performance-based course. Theatre Appreciation is still offered as a non-performance course.
Drama II	**Rename** Theatre and Performance: Advanced Studies	Name change will hopefully clarify that students may take this advanced course repeatedly, not just one time following what is now called Drama I.
21st Century Media Literacy	**Rename** Media Analysis	Teachers wanted the weight of the word "analysis" to be an emphasis for this course. We are surrounded by all types of

		media and need to be armed with the strategies to unpack what we see and how to make sense of it. All types of media (print, digital, posters, commercials, advertisements, photos, etc.) will be studied, and reading and writing will be abundant in this course. Teachers felt that we are well into the 21st Century now and could drop that portion of the title.
Literacy for Life II	**Abandon & replace with** Popular Genres in Literature; Lit for Life I becomes Lit for Life	The Lit for Life II course was abandoned due to small class sizes. Lit for Life I will still be offered, but students found the second offering to be too similar to the first. The committee decided to replace with a course designed to teach elements of a variety of popular genres throughout time (including older, popular works with newer ones). Contemporary Literature will still be offered to highlight today's most current bestsellers, but this course will highlight titles from the past as well. Significant amounts of reading and writing will be completed in this course.
Research Methods	**Revamp and Rename as** College Writing	The current course is too narrow a scope for today's authentic college writing. Rather than research being tied to learning a physical style book, the new College Writing course will elevate the process and products by incorporating more of today's college writing *and* oral communication experiences. The new course will even more closely mirror the expectations of the Early College Composition 2 requirements.

Clarification for Course Guides and Instructors

Course	Clarification for Course Guides and Instructors	Notes
English 9	The subtitle/focus for teachers will be Introduction to Composition and Literature.	First semester emphasis on composition and second semester emphasis on literature will clarify learning targets and pacing for Millard teachers and will match the dual enrollment expectations for Early College. For students who might decide to "jump tracks" from regular to honors (or vice-versa), the transition will be smoother with a focused semester curriculum.
English 10	The subtitle/focus for teachers will be World Literature and Composition.	
English 11	The subtitle/focus for teachers will be American Literature and Composition	
Honors 9	The subtitle/focus for teachers will be World Literature and Advanced Composition. This course will continue to be a blend of English 9 and English 10 where students will work more independently, at greater depth, and at a quicker pace to compact both courses into one.	
Honors 10	The subtitle/focus for teachers will be American Literature and Advanced Composition. This course will be similar to the English 11 American Literature curriculum but will require more independence in skills and will go into greater depth with literature and composition.	

Major Course Change Discussion Sheet

Course: Honors English 8	
Positives	**Negatives**
Students and their families will self-select this course for 8th grade and might empower a hard-working student who may or may not be in the HAL Program. This class will appropriately and consistently challenge adolescents with strong verbal and written talents. Research indicates a need for and shows positive growth when high-ability students are involved in learning environments with "like-minded peers" during the school day. Advanced coursework in middle school will prepare students for the rigor of Honors English and Advanced Placement courses in the high school. Offering advanced coursework will vertically align from middle to high school and will foster Millard's AP culture. This course will allow students to explore an honors class before GPA's go on transcripts and count for scholarships and will give them a chance to discern whether the honors path in high school will be a good fit for them. Many parents and faculty members have requested this type of class for decades.	It is hopeful that the master schedules will still be flexible enough that these students are not tracked together all day, every day. Because of student/family self-selection, some students may participate who are not academically ready or appropriately motivated for independent tasks. Advisers will need clarification. Students who do not take advantage of Honors English 8 should not be steered away from going into *any* Honors and/or AP English courses in the high school. This is not a prerequisite.

Consequences of NOT offering this course:

There would not be a course that can prepare a student for the high expectations and transition into his/her first honors course at the high school level where there is already a significant affective transition taking place.

Teachers will need to plan and implement even more differentiated instruction and work closely with the HAL Facilitator to create challenging units for learners.

Maintain _____   Abandon _____   Add __**X**__   Revamp_____

Major Course Change Discussion Sheet

Course: Popular Genres in Literature	
(replacement for Literacy for Life II)	
Positives	**Negatives**
● This course will provide a course for students after English 11 with a wider college readiness curriculum. ● This course has high interest genres to appeal to reluctant readers or students not interested in pursuing English post-secondary. ● The course will expose students to titles across time periods. ● The course will expose students to diverse voices. ● It will integrate genres that are not currently well represented in our curriculum (Sports, Law, Sci-Fi).	● The course guide will need to distinguish itself from Contemporary Lit and Global Perspectives. ● A one-semester course could prove difficult to insure high rigor in reading and writing. ● Locating enough quality texts for each genre and securing the rights could prove difficult.

Consequences of NOT offering this course:
Without Popular Genres in Literature, we would have nothing to replace Literacy for Life II. For the student who may not want Advanced Placement courses or writing courses yet still needs to fulfill English credit, this would be a great alternative. We have observed huge interest in career fields such as criminal justice/law and in sports when administering exams and interest inventories from the ACT Suite, so these popular genres would be of great interest to many students.

Maintain _____   Abandon _____   Add __**X**__   Revamp_____

Major Course Change Discussion Sheet

Course: College Writing	
(revamped version of Research Methods)	
Positives	**Negatives**
● Research skills are necessary for college success. ● Beyond English 11, students need further writing experiences. ● This course fills the Early College Composition 2 requirement. ● By changing the name to "College Writing", it allows for varied college writing skills. ● The revamped course will include a more authentic oral communication assessment. ● The revamped course could be personalized to fit the needs of Juniors and Seniors (how to write personal statements for college admissions and scholarship essays, how to communicate with a professor, etc.)	● The current layout of the course is too narrow a scope for authentic college writing. ● Students are intimidated by the title "Research Methods" and miss out on essential skills needed for college. ● The title misrepresents the more active "Research Methods" class offered at the college level. ● Currently, Research Methods is tied to learning out of a physical style book as opposed to taking advantage of up-to-date digital resources.
Consequences of NOT offering this course:	
Some type of upper-level writing course is essential for college-bound students, especially those students not taking Advanced Placement courses. This course would fulfill an English credit and does serve as the Early College Composition 2 requirement at Millard South.	

Maintain __**X**___   Abandon _____   Add _____   Revamp __**X**___

Honors English 8

Honors English 8   **1 year**

<u>**Description:**</u> Honors English 8 provides an extension of curriculum from the English 8 course with an emphasis on advanced reading, writing, speaking, and listening skills. This course will encourage deeper application, frequent academic discourse, and independent critical thinking. Students who take this course are expected to be self-motivated learners with a strong foundation in oral and written communication who are eager to sharpen their skills.

<u>**Standard 1:**</u> **Reading**
Students will learn and apply reading skills and strategies to comprehend text.
<u>**Curricular Indicators:**</u>
Students will:
- use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
- read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
- build and use conversational, academic, and content-specific grade-level vocabulary.
- construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
- use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
- know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
- read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
- use reading strategies to persevere through text of increasing length and/or complexity.
- use reading strategies for efficient pacing parallel to reading purpose.
  build and use conversational, academic, and content-specific grade-level vocabulary.
- apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
- select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
- acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.
- verify meaning and pronunciation of words or phrases using reference materials.
- verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.
- construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
- analyze the meaning, reliability, and validity of text considering author's purpose and perspective.

- analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).
- analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).
- summarize, analyze and synthesize the development of a common theme between two literary text and/or media.
- summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.
- analyze and evaluate information from print and digital text features to support comprehension.
- cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
- analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.
- construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/ chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/ support).
- select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- self-monitor comprehension and independently apply appropriate strategies to understand text.
- make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

Standard 2: Writing
Students will learn and apply writing skills and strategies to communicate.
Curricular Indicators:
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.
- write in multiple modes for a variety of purposes and audiences across disciplines.
- 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.
- use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.

- generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- provide oral, written, and/or digital descriptive feedback to other writers
- adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).
- write in multiple modes for a variety of purposes and audiences across disciplines.
- communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- provide evidence from literary or informational text to support analysis, reflection, and research.
- conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- use precise word choice and domain-specific vocabulary to write in a variety of modes.
- analyze various mentor texts and/or exemplars in order to create a similar piece.

Standard 3: Speaking/Listening
Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
Curricular Indicators:
Students will:
- develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
  develop and apply active listening skills across a variety of situations.
- develop, apply, and adapt reciprocal communication skills.
- develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
- communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.
- convey a perspective with clear reasoning and valid evidence.
- ask pertinent questions to acquire or confirm information.
- address alternative or opposing perspectives when appropriate to the mode of speaking.
- students will develop and apply active listening skills across a variety of situations.
- utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- complete a task following complex multi-step directions.
- develop, apply, and adapt reciprocal communication skills.
- apply appropriate social etiquette and practice social protocols when communicating.
- demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
- listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
- collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

Standard 4: Multiple Literacies
Students will apply information fluency and practice digital citizenship.
Curricular Indicators:
Students will:
- locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
- students will practice the norms of appropriate and responsible technology use.
- practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

<div align="center">**Popular Genres in Literature**</div>

Popular Genres in Literature   **1 semester**

Description:
This course will examine popular genres throughout the ages. Students will enjoy reading, writing about, responding to, and discussing short stories and novels — contemporary and classics. Selections will come from the following focus genres: sports literature, crime, and detective collections, fantasy/science-fiction, action/adventure, dystopian literature, folklore, and creative nonfiction. This class will be assessed using a variety of methods, including, but not limited to, essays, presentations, journals, and creative critical thinking activities.

Standard 1: Reading
Students will learn and apply reading skills and strategies to comprehend text.
Curricular Indicators:
Students will:

- Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing**.**
- Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
- Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.
- Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood) and their combined impact on the text.
- Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, irony).
- Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).
- Interpret and evaluate information from print and digital text features to support comprehension.
- 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 regional, national, and international multicultural perspective.
- Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.

- Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Standard 2: Writing
Students will learn and apply writing skills and strategies to communicate.
Curricular Indicators:
Students will:
- Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
- Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
- Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
- Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- Provide oral, written, and/or digital descriptive feedback to other writers
- Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- Publish a legible document using a variety of media, and 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).
- Communicate information and ideas effectively in analytic, descriptive, informative, narrative, persuasive, or reflective modes to multiple audiences using a variety of media and formats.
- Provide evidence from literary or informational text to support analysis, reflection, and research.
- Conduct and publish both short research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- Analyze various mentor texts and/or exemplars in order to create a similar piece.

Standard 3: Speaking/Listening
Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
Curricular Indicators:
Students will:
- Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
- Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
- Convey a perspective with clear reasoning and valid evidence.
- Ask pertinent questions to acquire or confirm information.
- Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.
- Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
- Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- Complete a task following complex multi-step directions.
- Integrate professional etiquette and social protocols when communicating.
- Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.
- Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
- Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

Standard 4: Multiple Literacies
Students will apply information fluency and practice digital citizenship.
Curricular Indicators:
Students will:
- Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.
- Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

- Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

College Writing

College Writing   **1 semester**

Description:
College Writing is a course designed to prepare students for writing and independent research at the collegiate level. Practice in academic inquiry and the proper method for organizing, researching, and writing a formal research paper are emphasized in this course. Because organizational skills and time management are important when working to meet deadlines for this course, this class is best suited for independent workers and motivated students.

Standard 1: Reading
Students will learn and apply reading skills and strategies to comprehend text.
Curricular Indicators:
Students will:
- Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
- Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.
- Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.
- Interpret and evaluate information from print and digital text features to support comprehension.
- 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 regional, national, and international multicultural perspective.
- Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).

Standard 2: Writing
Students will learn and apply writing skills and strategies to communicate.
Curricular Indicators:
Students will:
- Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
- Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
- Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
- Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- Provide oral, written, and/or digital descriptive feedback to other writers
- Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- Publish a legible document using a variety of media, and 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).
- Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- Provide evidence from literary or informational text to support analysis, reflection, and research.
- Conduct and publish research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- Analyze various mentor texts and/or exemplars in order to create a similar piece.

Standard 3: Speaking/Listening
Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
Curricular Indicators:
Students will:
- Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.

- Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
- Convey a perspective with clear reasoning and valid evidence.
- Ask pertinent questions to acquire or confirm information.
- Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.
- Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
- Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- Complete a task following complex multi-step directions.
- Integrate professional etiquette and social protocols when communicating.
- Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.
- Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
- Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

Standard 4: Multiple Literacies
Students will apply information fluency and practice digital citizenship.
Curricular Indicators:
Students will:
- Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.
- Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
- Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Revisions to Approved Frameworks
to Support the Middle Level Schedule Change for 2018-2019 and Beyond
This an addendum to each of the related frameworks.

Previous	Revised
Art	
Art 6, 7; required	elective
Business and Information Technology	
Computer Applications 6, 7; required	Elective
Computational Thinking	Computational Thinking and Coding
Family and Consumer Science	
Childcare, Foods & Nutrition, 6 or 7; required	elective
Integrated Learning Lab 6 or 7; required	elective
Industrial Technology	
Industrial Technology 6, 7; required	elective
Music	
General Music 6, 7; required	elective
Language Arts	
Reading 6, 7, 8; required	Young Adult Literature 6, 7, 8; elective
New	Creative Writing 6, 7, 8; elective
Social Studies	
New	Law and Public Service 6, 7, 8; elective
World Language	
Spanish 6	Spanish A; elective
Spanish 7	Spanish B; elective
Language 8	Spanish C; elective
Spanish I	Spanish II-A; elective
	Spanish II-B; elective

New or revised course descriptions

2652/2752/2852 Young Adult Literature (6, 7, 8)   **1 Year**
This course is designed with the avid reader in mind! Students will read and familiarize themselves with a wide variety of genres from full novels to short stories, articles, poems, blogs, etc. Each hexter will focus on a new and engaging theme. Similar to a book club, students will share responsibility for facilitating discussion of whole class texts and within smaller literature circles. Emphasis will be placed on independent, active reading and responding to both fiction and nonfiction text.

2656/2756/2856 Creative Writing (6, 7, 8)   **1 Hexter**
This course is an introduction to creative writing for middle school students who enjoy writing and who want to improve their writing techniques. Students will read mentor texts and write daily. Within different units, writers will experiment with a variety of genre and will share their writing in small groups and potentially with the class.

4602/4702/4802 Law and Public Service (6, 7, 8)   **1 Hexter**
Students will learn about law and public service. This six week course explores the importance of Civic Responsibility, Legal Services, Law Enforcement Services, Correction Services, Security and Protective Services and Emergency and Fire Management Services within our government.

1618 Spanish A   **1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish A is the first year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1718 Spanish B   **1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish B is the second year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1818 Spanish C   **1 Year**

Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish C is the third year of a three year course sequence. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1620 Spanish I-A (KMS/NMS for Aldrich students only)   **1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). This course begins in sixth grade, meets on alternate days, and will continue with Spanish II-A in seventh grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

1722 Spanish II-A   **1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days, and will continue with Spanish II-B in eighth grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

1826 Spanish II-B   **1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.