

Learn to Read...Read to Learn

District Literacy Action Plan

Goodrich Independent School District Goodrich, Texas

Initiated by: Bryan T. Taulton, Ed.D., Superintendent of Schools
Developed by: Goodrich ISD DEIC/Literacy Action Plan Committee

Date: August 2020



2019-2020 District Education Improvement Council Members: Literacy Action Plan Committee

Dr. Bryan T. Taulton, Superintendent of Schools
Mr. Calobe Isaacs, High School Principal
Ms. Nikki Henderson, Elementary Principal
Mrs. Jeana Culp, Counselor
Ms. Rhonda Brodie, MS/HS Teacher
Mr. Leonard Pond, Parent
Mrs. Jo Blanton, Elementary Teacher
Mrs. Selena Hendricks, Elementary Teacher
Mrs. Bridget Osborne, High School Teacher
Mrs. Nacole Wyatt, High School Instructional Aide

Table of Contents

Table of Contents	i
Acknowledgements.....	1
Philosophy.....	1
Executive Summary: Creating Literacy Rich Learning Environments.....	2
What we know:	2
HB3 Provides Significant Support for Literacy in Texas.....	2
Reading Language Arts TEKS.....	3
Action Plan Components	4
Section 1: Why a District Literacy Plan is Needed in Our District	5
3 rd Grade Reading STAAR Performance Data: 2018 VS. 2019.....	5
5 th Grade Reading STAAR Performance Data: 2018 VS.2019.....	6
7 th Grade Writing STAAR Performance Data: 2018 VS. 2019.....	7
English II EOC STAAR Performance Data: 2018 VS. 2019.....	8
District Overview.....	9
Section 2: Literacy Vision Statement.....	10
Section 3: District Literacy Improvement Goals.....	11
Section 4: Model for High-Quality Teaching and Learning	12

A Focus on Balanced Literacy.....	14
Guiding Principles.....	15
What Is "Balanced Literacy"?.....	16
Instructional Tools: Explicit Comprehension	16
What is Effective Comprehensive Instruction?.....	16
Explicit, Intensive, Persistent Instruction	17
Whole Group Focus Lesson	19
Small Group Instruction.....	20
Literacy Workstations.....	21
Independent Reading.....	21
Reflection	21
Instructional Delivery of Writing Workshop.....	22
Writing Across the Curriculum (WAC)	22
Writing to Learn.....	23
Assessment Tools for Planning	37
District Wide Reading Language Arts Assessments	38
Roles and Responsibilities.....	40

Fundamental 5: Formula for High-Quality Instruction	42
Gradual Release of Responsibility	43
Literacy Instruction Content Strands.....	44
Guiding Principles.....	45
Effective Literacy Instruction Best Practices.....	46
Section 5: Plan for Assessing and Reporting District Progress	49
Section 6: District Expectations and Supports for Schools.....	50
Section 7: District Literacy Team Membership, Development Process, and Plan for Monitoring Implementation	51
25 Ways Schools Can Promote Literacy and Independent Reading	52
Literacy Resources currently being used in Goodrich ISD	55
Goodrich Elementary	55
Goodrich Middle School	55
Goodrich High School	56
Goodrich ISD Curriculum Platforms	56
District Wide Initiatives that Promote Literacy.....	57

Acknowledgements

The GISD Literacy Action Plan was developed by a collaborative group of experienced educators and dedicated parents. The GISD Literacy Action Plan Committee is comprised of classroom teachers, instructional support staff, and campus and district level administrators. These educators worked collaboratively to develop a comprehensive plan of action to address the literacy needs in Goodrich ISD. The GISD Literacy Action Plan Committee utilized current research, student performance data, and educational background knowledge to develop a comprehensive/balanced plan of action. The Literacy Action Plan Committee also created the literacy theme of GISD: Learning to Read...Reading to Learn through Creating Literacy Rich Learning Environments

Philosophy

The Goodrich ISD English Language Arts Curriculum is aligned with state standards/guidelines. The curriculum is delivered through a balanced literacy approach, which includes reading instruction (decoding/phonics/phonemic awareness, vocabulary, fluency and comprehension) as a partner of writing instruction (encoding).

The teaching of literacy includes a balance of reading, writing, speaking and listening activities and is a social endeavor that provides a variety of instructional strategies to meet the needs of all diverse learners. It is taught in the context of authentic literature and includes a blend of whole group, small group and individual instruction. In addition, teachers need to scaffold students' learning experiences to ensure students are in a zone of proximal development. Teachers need to be reflective in their practice, stay current in best practices and continually grow professionally.

Each GISD teacher will be required to provide the literacy resources and structures for this learning process. In order to select the most appropriate resources and instruction for each student, the teacher will continually assess each student's strengths and weaknesses, actively monitor progress, and adjust accordingly. It is a model that teaches students to become independent readers and writers.

Executive Summary: Creating Literacy Rich Learning Environments

It is imperative that we develop a comprehensive plan of action to address the literacy needs in our district. It is also critical that the district provide a systematic approach to teaching literacy at all grade levels. This plan will provide educators with a road map of expectations and guidelines to literacy instruction in Goodrich ISD.

Literacy-rich environments emphasize the importance of speaking, reading, and writing in the learning of all students. This involves the selection of materials that will facilitate language and literacy opportunities; reflection and thought regarding classroom design; and intentional instruction and facilitation by teachers and staff.

What we know:

Teacher effectiveness is the most important in-school factor affecting student achievement and success.

HB3 Provides Significant Support for Literacy in Texas

HB3 amends statute to include multiple reading initiatives:

* Requires each teacher and principal in grades K-3 to attend reading academies by 2021-2022

Requires districts to certify to the TEA that the district:

- ☐ Requires districts and charters to provide a phonics curriculum using systematic direct instruction in grades K-3
- ☐ Prioritizes placing highly-effective teachers in K-2 and
- ☐ Has integrated reading instruments to support Pre-K to Grade 3 students.



Previous Reading Academies

Reading Academies represents three different statutes covering different grade bands.

TEA Naming Convention	Reading Academies (Grade K – 3)	Reading Academies (Grade 4 – 5)	Reading Academies (Grade 6 – 8)
Statute Title	Teacher Literacy Achievement Academies	Reading-to-Learn Academies	Teacher Reading Academies
Statute	TEC §21.4552	TEC §21.4554	TEC §21.4551
Grades	Kindergarten through 3 rd	4 th and 5 th	6 th through 8 th
Description	Provide professional, research-based professional development with a curriculum focused on how to teach core reading and writing skills.	Administer training academies for public school teachers who provide reading comprehension instruction.	Administer training academies for public middle school teachers who provide reading comprehension instruction.
Rider	Rider 61: \$4,500,00/ fiscal year	Rider 63: \$2,750,000/fiscal year	None

K – 3 are the only grades required to scale statewide; when we refer to Reading Academies in this presentation, we refer to K – 3 Teacher Literacy Achievement Academies only.

Reading Language Arts TEKS

In 2017, the State Board of Education (SBOE) adopted revisions to the English and Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) for kindergarten - grade 12

Curriculum Standards

*TEKS for English Language Arts and Reading and Spanish Language Arts and Reading and English as a Second Language (ESL).

English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) includes current and revised TEKS to be implemented in K-8 beginning with school year 2019-2020 and in grades 9-12 beginning with school year 2020-2021.

Spanish Language Arts and Reading and English as a Second Language Texas Essential Knowledge and Skills (TEKS) includes current and revised TEKS to be implemented in K-8 beginning with school year 2019-2020 and in grades 9-12 beginning with school year 2020-2021.

Assessed Curriculum for Transition Years

Instruction in the revised 2017 Reading Language Arts (RLA) TEKS for kindergarten through grade 8 began with the 2019-2020 school year. A two-year RLA assessment transition for the State of Texas Assessments of Academic Readiness (STAAR®) will include only items that assess overlap content in both the old 2009 and revised 2017 standards. The following hyperlinked documents identify the overlap standards for grades 3-8.

English

[Grade 3 Assessed Curriculum](#)

[Grade 4 Assessed Curriculum](#)

[Grade 5 Assessed Curriculum](#)

[Grade 6 Assessed Curriculum](#)

[Grade 7 Assessed Curriculum](#)

[Grade 8 Assessed Curriculum](#)

Spanish

[Grade 3 Spanish Reading Assessed Curriculum](#)

[Grade 4 Spanish Reading Assessed Curriculum](#)

[Grade 5 Spanish Reading Assessed Curriculum](#)

Vertical Alignment Documents

The following vertical alignment documents were created to reflect the alignment of the new English and Spanish language arts and reading TEKS across grade levels, kindergarten – grade 12.

[Vertical alignment: K-12 English language arts and reading TEKS, Adopted 2017](#)

[Vertical alignment: K-12 Spanish language arts and reading TEKS, Adopted 2017](#)

Action Plan Components

This document describes the components of the district literacy action plan, as prepared by The GISD Literacy Collaborative Team. There are seven components to this plan:

Section 1: Why a District Literacy Plan is Needed in Our District

Section 2: Literacy Vision Statement

Section 3: District Literacy Improvement Goals

Section 4: Model for High-Quality Teaching and Learning

Section 5: Plan for Assessing and Reporting District Progress

Section 6: District Expectations and Supports for Schools

Section 7: District Literacy Team Membership, Development Process, and Plan for Monitoring Implementation

Section 1: Why a District Literacy Plan is Needed in Our District

A balanced literacy initiative is needed in Goodrich ISD to address the varied literacy needs of our students. In analyzing student performance data/trends on STAAR Reading and or Writing over the course of the past several years, we have consistently noticed concerns in regards to student performance at the MEET'S Performance Standard in the lower grade levels (3rd – 7th). Student performance at the high school level has been good/steady as students have demonstrated adequate growth and progress based upon their performance.

3rd Grade Reading STAAR Performance Data: 2018 VS. 2019

STAAR	Year	Approaches	Meets	Masters
3 rd Grade Reading	State 2019	76%	45%	27%
	Region VI 2019	76%	45%	28%
State Comparison 2019	Goodrich ISD 2019	76% (=)	29% (-16)	18% (-9)
Improvement 2019 vs. 2018	Goodrich ISD 2018	42% (+34)	15% (+14)	4% (+14)

4th Grade Reading STAAR Performance Data: 2018 VS. 2019

STAAR	Year	Approaches	Meets	Masters
4 th Grade Reading	State 2019	75%	44%	22%
	Region VI 2019	76%	45%	23%
State Comparison 2019	Goodrich ISD 2019	59% (-16)	24% (-20)	7% (-15)
Improvement 2019 vs. 2018	Goodrich ISD 2018	44% (-15)	31% (-7)	13% (-6)

4th Grade Writing STAAR Performance Data: 2018 VS. 2019

STAAR	Year	Approaches	Meets	Masters
4 th Grade Writing	State 2019	67%	35%	11%
	Region VI 2019	66%	34%	10%
State Comparison 2019	Goodrich ISD 2019	52% (-15)	11% (-24)	0% (-11)
Improvement 2019 vs. 2018	Goodrich ISD 2018	41% (-11)	18% (-7)	6% (-6)

5th Grade Reading STAAR Performance Data: 2018 VS.2019

STAAR	Year	Approaches	Meets	Masters
5 th Grade Reading	State 2019	86%	54%	29%
	Region VI 2019	85%	52%	29%
State Comparison 2019	Goodrich ISD 2019	93% (+7)	29% (-25)	21% (-8)
Improvement 2019 vs. 2018	Goodrich ISD 2018	57% (+36)	29% (=)	10% (+11)

6th Grade Reading STAAR Performance Data: 2018 VS.2019

STAAR	Year	Approaches	Meets	Masters
6 th Grade Reading	State 2019	68%	37%	18%
	Region VI 2019	68%	39%	19%
State Comparison 2019	Goodrich ISD 2019	41% (-27)	6% (-31)	0% (-18)
Improvement 2019 vs. 2018	Goodrich ISD 2018	47% (-6)	7% (-1)	0% (=)

7th Grade Reading STAAR Performance Data: 2018 VS.2019

STAAR	Year	Approaches	Meets	Masters
7 th Grade Reading	State 2019	76%	49%	29%
	Region VI 2019	76%	50%	31%
State Comparison 2019	Goodrich ISD 2019	47% (-26)	33% (-16)	27% (-2)
Improvement 2019 vs. 2018	Goodrich ISD 2018	69% (-22)	38% (-5)	15% (-12)

7th Grade Writing STAAR Performance Data: 2018 VS. 2019

STAAR	Year	Approaches	Meets	Masters
7 th Grade Writing	State 2019	70%	42%	18%
	Region VI 2019	70%	41%	17%
State Comparison 2019	Goodrich ISD 2019	67% (-3)	33% (-9)	7% (-10)
Improvement 2019 vs. 2018	Goodrich ISD 2018	64% (-3)	36% (-3)	0% (+7)

8th Grade Reading STAAR Performance Data: 2018 VS. 2019

STAAR	Year	Approaches	Meets	Masters
8 th Grade Reading	State 2019	86%	55%	28%
	Region VI 2019	86%	57%	30%
State Comparison 2019	Goodrich ISD 2019	86% (=)	43% (-12)	7% (-21)
Improvement 2019 vs. 2018	Goodrich ISD 2018	85% (+1)	38% (+5)	23% (-16)

English I EOC STAAR Performance Data: 2018 VS. 2019

STAAR	Year	Approaches	Meets	Masters
English I	State 2019	68%	50%	11%
	Region VI 2019	69%	51%	12%
State Comparison 2019	Goodrich ISD 2019	52% (-16)	43% (-7)	0% (-11)
Improvement 2019 vs. 2018	Goodrich ISD 2018	63% (-11)	30% (-13)	0% (=)

English II EOC STAAR Performance Data: 2018 VS. 2019

STAAR	Year	Approaches	Meets	Masters
English II	State 2019	68%	49%	8%
	Region VI 2019	70%	51%	8%
State Comparison 2019	Goodrich ISD 2019	62% (-6)	38% (-11)	0% (-8)
Improvement 2019 vs. 2018	Goodrich ISD 2018	57% (-5)	33% (-5)	10% (-10)

TEA Literacy Quick Facts: Why Literacy is of the utmost importance.

*As noted in the Texas Commission on Public School Finance Report:

- ✓ Only 58% of Texas students currently come to school Kindergarten ready, and in 2018 **only 4 in 10 students met the state's 3rd grade reading standard.**
- ✓ Per the 2017 National Assessment of Education Progress (NAEP) also known as the Nation's Report Card, **Texas children rank 46th in the country in 4th grade reading proficiency**, a decline of five spots since their 2015 ranking.
- ✓ Since 2007, Texas' reading scores have flat-lined and declined compared national averages as measured by the National Assessment of Education Programs(NAEP).
- ✓ Given the critical nature of being able to “read to learn” across all subjects after 3rd grade, the commission recommends that each district or charter network annually receive incremental funding above the basic allotment for every 3rd grader receiving proficiency at the state's MEETS Performance Standard.

District Overview

The Goodrich Independent School District provides comprehensive educational services to roughly 260 students in grades Pre-K through 12. GISD's commitment is to ensure that every student graduates ready for college, career, and life. Moreover, the foundation of that ambitious goal is insurance that every student develops proficient literacy skills at an early onset.

Ensuring comprehensive literacy for all students requires powerful instructional strategies, rigorous and engaging assignments, and high expectations for student work. Every teacher in GISD is responsible for building each students' literacy skills, and every teacher must take full advantage of every opportunity to prepare students for college, career, and life.

This framework represents an overview of professional standards for literacy teachers, instructional guidelines, and resources to support effective literacy instruction. The intent of this framework is to define beliefs, align practices, and take action for continuous improvement. It is a starting point for instructional planning, professional development, and systemic, school-wide improvement efforts. GISD is committed to substantial and sustainable gains for student achievement in all aspects of the foundations of literacy— reading, writing, listening, and speaking.

Section 2: Literacy Vision Statement

Goodrich ISD shares a passionate belief that literacy instruction is at the forefront of creating an enriching learning environment that provides students with the necessary tools and strategies to become fluent, skillfully literate 21st Century Learners. Educators in GISD will provide comprehensive and systematic literacy instruction with a focus on research-based practices that promote:

- Explicit, Engaging, Student-Centered Literacy Instruction
- Ongoing Monitoring of Student Progress and Teacher Effectiveness
- Consistent, Vertically-Aligned Formative and Informal Assessments
- Early Intervention Programs that focus on Phonics and Phonological Awareness
- Specific, purposeful differentiation that meets the individual learning needs of our diverse student population to ensure that they have literacy-rich learning experiences, everyday.
- Create Opportunities to engage the GISD community in Meaningful, Authentic, Literacy-rich adult learning experiences through implementing parent partnership programs.

Section 3: District Literacy Improvement Goals

Goal 1: GISD will provide equitable access to high-quality literacy instruction,daily.

Goal 2: GISD will provide opportunities for authentic and purposeful reading.

Goal 3: GISD will provide opportunities for authentic and purposeful writing.

Goal 4: GISD will develop community partnerships and outreach programs to support student growth and literacy development.

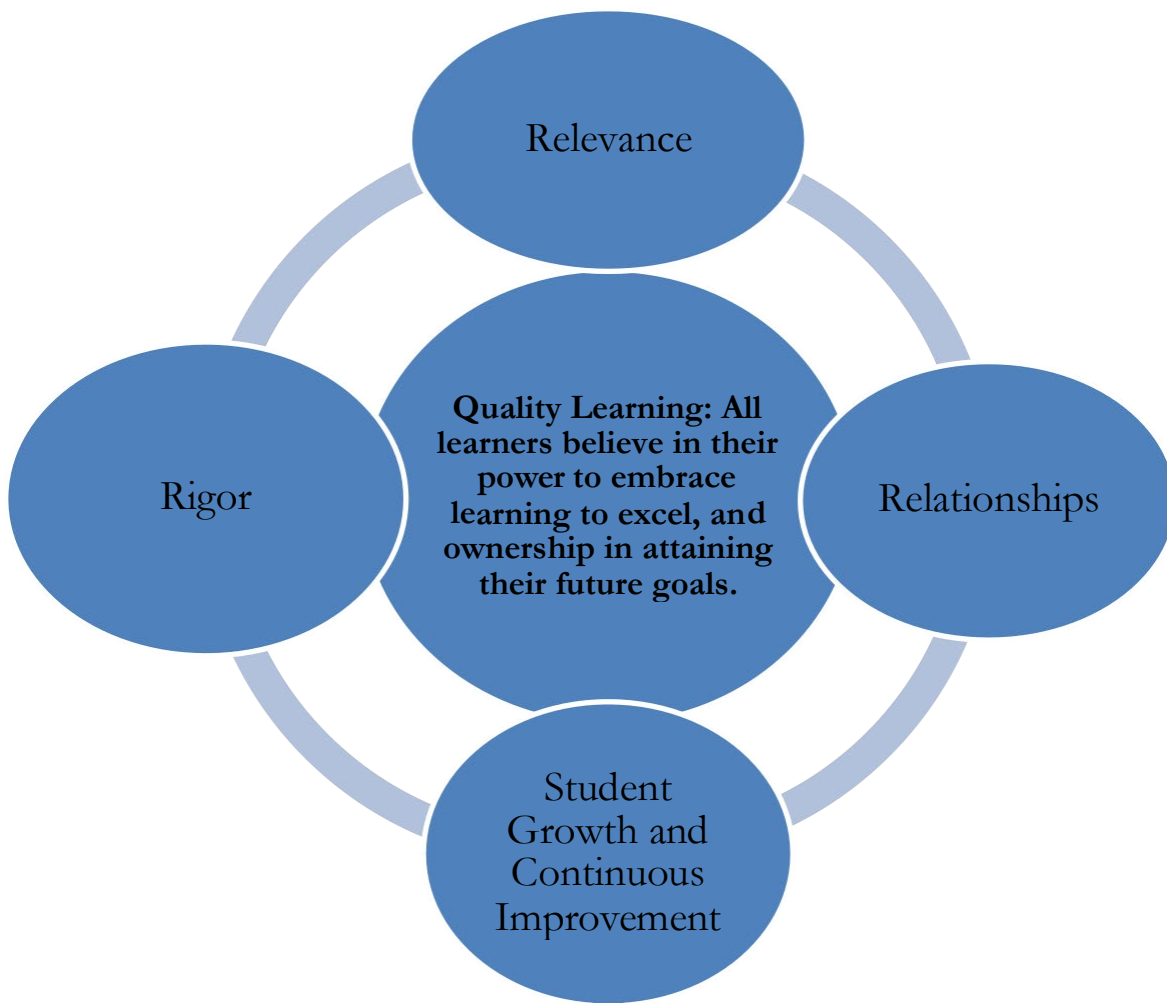
Goal 5: GISD will develop authentic and purposeful systemic literacy evaluation and assessments.

Goal 6: GISD will use multiple sources of student performance data to inform literacy instruction, differentiate to meet student’s individual learning needs, and proactively make interventions as deemed necessary to ensure student achievement/growth.

Goal 7: GISD will provide a tiered, differentiated, structured literacy intervention system by utilizing the response to intervention process.

Section 4: Model for High-Quality Teaching and Learning

- ✓ Curriculum Implementation
- ✓ Instructional Planning to Optimize Learning Time
 - ✓ High-Quality Instruction
 - ✓ On-Going Assessment
- ✓ Teaching Effectiveness/Reflection



1. Teachers determine and work with preexisting student knowledge and misconceptions.
2. Students reflect on their learning.
3. Classrooms are learner-centered.
4. Teachers teach for understanding/mastery of concepts rather than coverage.
5. Teachers use informal/formal assessment data to inform instruction.
6. Teachers consider what is taught, why it is taught, and how mastery looks.
7. Schools and classrooms become communities of learners.

Marzano & Hattie's 8 Evidence Based Teaching Strategies

1. Set a Clear Focus for the Lesson

(Be clear about what you want students to learn during each lesson.)

2. Offer Overt Instruction

(It is important to explicitly teach your students the things they need to learn. You need to tell them what they need to know and show them how to do things they must be able to do for themselves.)

3. Get the Students to Engage with the Content

(While it is essential to actively teach students what they need to know and be able to do, it is also important to get them to actively engage with the content.)

4. Give Feedback

(Highlight what is right and wrong, or good and bad about their work.)

5. Multiple Exposures

(If you want students to internalize new information, you need to expose them to it several times.)

6. Have students apply their knowledge

(Having students apply their knowledge deepens their understanding. Knowledge application is a **deductive process** whereby students apply general principles to specific case studies or problems.)

7. Get students working together

(Getting students to work with each other helps them to achieve better results. The use of cooperative learning groups adds value to whole-class instruction.)

8. Build students' self-efficacy

(Self-efficacy refers to a student's belief about their ability to successfully complete a task. It is situation specific. For example, a student may feel confident that they can dance well on stage but be insecure about public speaking.)

A Focus on Balanced Literacy

Above all, good teachers matter. Learners need teachers who demonstrate what it means to live richly literate lives, wearing a love of reading and writing on their sleeves.

Students need a balanced approach to English/Language Arts, one that includes a responsive approach to the teaching of both reading and writing.

Reading and writing need to be taught like other basic skills, with direct, explicit instruction—including spelling, conventions, and the skills and strategies of proficient reading and writing.

Readers need long stretches of time to read, and writers need extended time to write.

Writers need to learn to use writing process: rehearsing, drafting, revising, editing, and publishing their writing. Readers need opportunities to consolidate skills so they can use skills and strategies with automaticity within fluid, engaged reading.

Writers deserve to write for real, to write the kinds of texts that they see in the world, and to write to put meaning onto the page. Readers need opportunities to read high-interest, accessible books of their own choosing.

Readers and writers need teachers to read aloud to them.

Students need opportunities to talk and to write in response to texts.

Readers need to read increasingly complex texts appropriate for their grade level and they need support reading nonfiction and building a knowledge base and academic vocabulary through information reading.

Learners need clear goals and frequent feedback tailored specifically to them. They need to hear ways their reading and writing is getting better and to know what their next steps might be.

Classrooms foster student agency by allowing choice and encouraging student efficacy.

True literacy is accomplished when reading and writing are taught as reciprocal processes that are integrally linked to one another.

Discourse and collaboration are essential to student learning.

Receiving timely and personalized feedback is one of the biggest factors of student success.

Reading and writing in the classroom should be purposeful and authentic in order to transfer skills to real world applications.

Guiding Principles

Reading Language Arts Classrooms...

- ✓ Provide intentional instruction that is clear and purposeful to the learner.
- ✓ Have teachers who know their students deeply in order to meet their individual needs.
- ✓ Allow students to make choices about their reading and writing while practicing strategies to personalize their learning.
- ✓ Define assessment as any feedback from the student - it goes beyond a test or quiz, including observation, discussion/oral extended responses, quick writes, exit slips, portfolios, etc.
- ✓ Allow students to read and write with purpose for extended time.
- ✓ Use assessments to create the learners' pathway within the recursive reading and writing process
- ✓ Integrate technology in a meaningful way that promotes better understanding of the content
- ✓ Teach grammar and word study in context of what students are reading and writing.
- ✓ Provide feedback during the learning so there is time to reflect, adjust, and act recognize that students' questions matter more than the teachers.
- ✓ Value and promote collaboration, discourse, and inquiry
- ✓ Encourage and facilitate student voice and choice in learning
- ✓ Allow opportunities for students to reflect on their learning and evaluate their own performance

What Is "Balanced Literacy"?

Quite simply, balanced literacy is a framework that gives equal attention to reading and writing instruction. As reading and writing are interdependent, instruction in one supports learning in the other. A balanced literacy program is organized to provide five very important instructional and organizational elements:

1. Excellent models of reading and writing behavior
2. Systematic, intentional skill instruction
3. Copious amounts of rich and varied literature
4. Authentic reading and writing activities
5. Ongoing assessment and evaluation

Instructional Tools: Explicit Comprehension

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, students need to be able to (1) decode what they read; (2) make connections between what they read and what they already know (3) think deeply about what they have read; and (4) monitor and adjust their comprehension as they read. Students' knowledge of the vocabulary in the text is strongly related to their understanding of the text.

Students who have strong comprehension skills are able to understand, analyze, make inferences, and draw conclusions about the structure and elements of a variety of texts. They are able to provide evidence from text to support their understanding and are expected to respond to text in a variety of ways. (Reading/Comprehension skills expected at each grade level are outlined in ELAR/TEKS Figure 19.)

Students develop effective comprehension skills through explicit instruction that occurs daily. This instruction should occur throughout the ELA framework.

What is Effective Comprehensive Instruction?

Effective comprehension instruction is instruction that helps students to become independent, strategic, and metacognitive readers who are able to develop, control, and use a variety of comprehension strategies to ensure that they understand what they read. To achieve this goal, comprehension instruction must begin as soon as students begin to read and it must: be explicit, intensive, and persistent; help students to become aware of text organization; and motivate students to read widely.

Explicit, Intensive, Persistent Instruction

To become good readers, most students require explicit, intensive, and persistent instruction. In explicit comprehension strategy instruction, the teacher chooses strategies that are closely aligned with the text students are reading. The teacher models and "thinks aloud" about what a given strategy is and why it is important, helps students learn how, when, and where to use the strategy, and gives students opportunities to apply the strategy on their own.

Modeling is followed by practice, guided by the teacher, who works with students to help them figure out how and when to use the strategy themselves. As students read, the teacher provides feedback and engages them in discussion. In subsequent lessons, the teacher asks students to apply the strategy on their own to other texts.

Students are encouraged to plan before reading so that reading has a clear goal or purpose, to continually monitor their understanding during reading, and to apply repair strategies when breakdowns in understanding occur. To improve self-monitoring, the teacher may model for students how to do one or all of the following:

- think about what they already know before they start reading and during reading;
- be aware of whether they understand what they are reading;
- employ strategies to identify difficult words, concepts, and ideas;
- ask themselves: "Does this make sense?"; and
- be aware of how a particular text is organized.

One of the most important features of explicit instruction is the teacher's gradual release to students of responsibility for strategy use, with the goal that students apply strategies independently. However, teachers do not ask students to work on their own until the students have demonstrated that they understand a strategy and how and when to use it.

Awareness of Text Organization

Text organization refers to the physical patterns and literary conventions of a particular text structure, or genre. The ability to identify and take advantage of text organization can contribute to students' comprehension. The two major text structures, narrative and expository, place different demands on readers' comprehension.

Narrative Text. Broadly defined, narrative text tells a story. It is found in the form of short stories, folktales, tall tales, myths, fables, legends, fantasies, science fiction — even in the reporting of news stories or in biographies and autobiographies. The narrative structure most often features a beginning, middle, and an ending. It most often also features clear story elements, or story grammar, including:

- characters
- settings
- themes
- a central problem, or conflict

- a sequence of events that form a story line, or plot
- a resolution to the conflict

Helping students learn to identify recurring story grammar elements provides them with a story schema. When they encounter a new narrative text, students can then call on this story schema to make predictions about what might happen in the story, to visualize settings or characters, or summarize plot events. Instructional practices that facilitate students' understanding of narrative text include:

- focusing discussions on story elements and encouraging students to relate story events and characters to their own experiences;
- encouraging students to compare the structure of one story to that of other stories they have read; and
- preparing visual guides, such as story maps of the structure of a story, to help them recall specific story elements.

Expository Text. Broadly defined, expository text is factual. Its primary purpose is to inform, explain, or persuade. Examples of expository texts are textbooks, biographies and autobiographies, newspapers, diaries, journals, magazines, brochures, and catalogues.

Most of the reading students do throughout their schooling — indeed, throughout their lives — will involve expository text. Without an understanding of the organization of such text, students often have difficulty understanding what they read. Unlike a narrative, an expository text has no familiar story line to guide students' reading. To read expository texts successfully, students must learn that authors may use a variety of structures to organize their ideas, including cause-and-effect or compare and contrast relationships, time-and-order sequences, and problem-solution patterns. Indeed, students need to know that authors may use some or all of these structures in any given chapter or section of a text.

Students also need to learn that expository text can differ from narrative text in the way it is presented on a page. For example, expository text may be organized by means of text headings and subheadings, and may contain extensive graphics, such as tables, charts, diagrams, and illustrations. Instructional practices that facilitate students' understanding of expository text include helping them learn how to:

- chunk information in a text by grouping related ideas and concepts;
- summarize important information in a text by grouping related ideas and concepts;
- integrate information in a text with existing knowledge;
- apply information in a text to real-world situations;
- interpret and construct graphics such as charts, tables, and figures;
- synthesize information from different texts; and
- develop presentations about the text.

Motivation to Read Widely

Motivating students to read widely is integral to comprehension instruction. Motivation plays an important part both in helping students learn to read and in promoting higher levels of literacy. Wide reading experiences enhance students' abilities to comprehend an increasingly wider array of text types and texts of increasing difficulty.

It is no surprise that students who are good readers read a great deal—both in school and on their own. They read a variety of texts for a variety of purposes—to learn, to keep informed, to satisfy curiosity, and to entertain themselves.

The reading experiences, attitudes, and perspectives of students determine the ways in which they perceive the purpose of reading and value its benefits. Instructional practices to promote students' motivation to read widely include:

- providing daily opportunities for students to read both self-selected and teacher- and peer-recommended texts; and
- providing frequent opportunities for both student- and teacher-led discussions of what students are reading.
- organizing cooperative learning groups in which students can discuss what they read, help each other choose the strategies that are most appropriate for a specific text;
- encouraging students to read so as to learn about a concept or topic that is meaningful to them;
- involving students actively in reading-related activities;
- encouragement for students to read independently; and
- opportunities for students to choose from texts that reflect different genres and reading levels.

Whole Group Focus Lesson

At the beginning of the lesson, teachers activate prior knowledge and lead students to determine the purpose for reading.

- **K•W•L CHART**—A K•W•L chart helps to both activate background knowledge and encourage students to reflect on their own learning. The teacher divides a paper into thirds and writes K, W, and L at the top of each section. The K stands for "What do you already KNOW about this subject?" And the W stands for "What do you WANT to know about this subject?" These two sections are completed before the lesson and the reading. Near the end of the lesson, the teacher returns to the K•W•L Chart and completes the last section with information about what the students LEARNED from the lesson.
- **QUICK REVIEW**—When a lesson extends more than one class period, teachers should have students review what they learned the previous day before continuing with the new learning. Ideally, the teacher would give the students some specific questions that can be answered by reviewing the text that was read the previous day, and then give students 3 minutes to work with their classmates to find answers to those questions

- **IDENTIFY ESSENTIAL OR GUIDING QUESTIONS**—The teacher focuses the learning and gives the students an objective by identifying a few key essential or guiding questions that are central to the learning objective. The essential questions may come from the KWL chart, or the teacher may have planned them in advance (usually a bit of both). This helps to make the learning more relevant to the students and gives the lesson a focus.

Small Group Instruction

- **CHUNKING AND DISCUSSING** — During reading, the teacher supports comprehension of difficult text by reading small portions of the text with the students (perhaps a paragraph or two), and then asking an open- ended question for the students to answer and discuss. At each stopping point, the teacher might ask a very general question such as "What did we just learn?" or "Who can summarize what we just read?". Or a teacher might ask a more specific question such as "What does this word mean?" or "What examples of____did we just read about?". The teacher also models "fixing" strategies when students are confused: "I'm going to read this again very carefully and see if it makes more sense."
- **REVIEW TEXT STRUCTURE FEATURES** —Teachers should explicitly teach the structure and features of the text and teach students strategies for navigating and organizing information contained in the text.
- **SUMMARIZING** — Students should regularly (both verbally and in writing) summarize information, synthesizing the important information and communicating that information in their own words. The summarization may be a summary of information that the students read, or it may be a summary of an event or procedure. Students should also summarize their own learning, describing what they learned, how they will remember and apply it, and why it is important. (Breaking up material into smaller units, then summarizing is especially helpful for beginning English Language Learners.)
- **STATEMENT STRATEGY** —After the students read a passage of text, the teacher gives them a statement describing some aspect of the text. Students must then go back into the text and find evidence for or against that statement. For example, after reading a short excerpt from Mark Twain's Huckleberry Finn, the teacher would make a statement like "Huck Finn is a bad friend." Students would then need to go back into the text to find support for, or evidence against, that statement. This can be repeated with the same passage of text several times.

Literacy Workstations

The term workstation should remind teachers that these stations are not an extra. They're not something they can turn to when their work is finished. Workstations are for all children. The tasks that students do at their workstations take the place of worksheets. Practice with intent and purpose. The emphasis is on hands on learning that engages students:

- Word Workstation
- Literacy Workstation
- Poetry Station
- Classroom Library Workstation
- Writing Workstation

Independent Reading

Students engage in independent reading in a variety of genres. These selections such are chosen by, with, and for the student. During this time the student should be able to participate in a variety of activities to develop independent fluency at an individual level. Some sample comprehension activities students might accomplish during independent reading are provided below:

- **FOUR SQUARE METHOD:** Students record in the squares where they have a connection, prediction, question, or visualization, for example.

This reminds me of . . .	I predict that . . .
I wonder . . .	I can picture (visualize) . . .

RE-READING –REPEATEDLY READING TEXT FOR DIFFERENT

PURPOSES—Reading a text once is often inadequate. Students often gain more insights from the text the second and third time they read it. Strategies used for repeated reading help the student get in the habit of looking at text with different objectives in mind.

Reflection

Near the end of the reading block, the teacher should build in opportunities for reflection about what the students learned. This can take the form of a small-group, round-robin sharing, pair-share, or a variety of activities where students engage in thoughtful, reflective discussion regarding new learnings.

TEACHER TALK TO ENGAGE AND LEAD DISCUSSION: "Tell your group one thing you learned in this lesson." Alternatively, the teacher may ask for an "Exit Ticket" for getting out of the class at the end of the day. The reflection is best when it ties back to the essential or guiding questions or possibly all the way back to the K•W•L chart the students started prior to the lesson.

Instructional Delivery of Writing Workshop

Students in Goodrich ISD learn writing by writing. They participate daily in a writing workshop that includes a daily focus lesson, daily independent writing, and daily reflection on what they have learned and how they are growing as writers.

They write in a variety of genres and purposes, including personal narratives, poetry, and informational writing. Voice and choice are critical components of students' independent writing. Whether they write for self-selected and assigned purposes, they have a say in the topic they choose and the approach they use to convey their message.

Within the workshop, students utilize all of the writing processes to produce clear, cohesive written communication. The writing processes are taught as recursive, interdependent parts of effective communication and include:

- generating and planning ideas
- drafting
- rereading drafts and gathering feedback
- revising to improve clarity
- editing to improve accuracy
- sharing or publishing writing with authentic audiences beyond the teacher

Writing Across the Curriculum (WAC)

In response to the need of students to learn content using a variety of strategies, and their need to practice writing in a variety of contexts, many teachers have adopted the strategies associated with "Writing Across the Curriculum" (WAC).

The following basic principles underlie "Writing Across the Curriculum":

- Writing promotes learning.
- Integration of writing and the writing process promotes student participation, a diversity of student voices, and engages students as critical thinkers while promoting their texts as important resources and thinking tools.
- Effective writing instruction integrates disciplines.
- The opportunity to write in every class develops good writers.
- Using writing as part of instruction can be used in every classroom.
- Only by practicing the thinking and writing conventions of an academic discipline will students begin to communicate effectively within that discipline.

Writing is not simply a process of developing an essay. Writing across the curriculum is an effort to use writing to demonstrate knowledge and understanding. At times, using writing to learn can show a disconnect in a student's understanding of a concept. Writing can also show a student's mastery of a concept. Specific strategies can be used to help students understand, retain, master, and synthesize learning.

Writing to Learn

Writing to learn fosters critical thinking, requiring analysis and application, and other higher level thinking skills. It is writing that uses impromptu, short or informal writing tasks designed by the teacher and included throughout the lesson to help students think through key concepts and ideas.

Attention is focused on ideas rather than correctness of style, grammar or spelling. It is less structured than disciplinary writing. This approach frequently uses journals, logs, micro-themes, responses to written or oral questions, summaries, free writing, notes and other writing assignments that align to learning ideas and concepts. A **writing-to-learn strategy** is one that teachers employ throughout and/or at the end of a lesson to engage students and develop big ideas and concepts. Teachers use "writing to learn" strategies to enhance the learning in the classroom. Writing exercises can be used prior to a lesson to assess prior knowledge. Students can use Cornell Notes and then write a paragraph that summarizes their learning. Students can use marginal notes to analyze charts or create metaphors to describe a process. Students might also write summaries after a mini-lecture or after reading sections of a chapter. The summary may be written without the aid of notes to assess their recall or it could be used with the notes to help them clarify their understanding.

Term	Definition
Affix:	A general term that refers to prefixes and suffixes.
Alliteration:	The repetition of the initial phoneme of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).
Alphabetic Principle:	The principle that letters and letter combinations represent individual phonemes in words in written language.
Assessment:	A process used to gather information about students. It may be a screening, progress monitoring, diagnostic, or outcome measure and should be used to help inform instruction.
Authentic Text	Natural or real teaching material. Often this material is taken from newspaper, magazines, or podcasts.
Benchmark:	A critical target that occurs for each reading skill at a single assessment period.
Blending:	Quickly combining sounds to accurately represent a word.
Box & Whiskers Graph:	A way to visually represent a range of scores. For example, how a classroom is performing in relation to a target score.
Code Focused:	Any planned or unplanned instructional activity that is intended to provoke language learners to pay attention to linguistic form. Code focused activities stress letter-sound correspondence and emphasizes decoding to the point of automatic recognition.
Cognitive:	Relating to, being, or involving conscious intellectual activity (as thinking, reasoning, or remembering).
Coherence:	In terms of linguistics, it is what makes a text semantically meaningful.
Comprehension:	Understanding what one is reading, the ultimate goal of all reading activity.
Conceptual Categories:	As related to words, vocabulary that is grouped based on common attributes.
Conjunction:	An uninflected linguistic form that joins together sentences, clauses, phrases, or words.
Connected Text:	Words that are linked as opposed to words in a list, as in sentences, phrases, and paragraphs.
Contextual Analysis:	A word-learning strategy used to infer meaning from the surrounding text and definitions.
Core Reading Program:	The primary instructional tool that teachers use to teach children to learn to read; typically referred to as a basal because it serves as the base of reading instruction.

Criterion Referenced:	Results are according to a standard already in place. It reflects the extent to which goals are met and more effectively describes content mastery.
Decoding:	The ability to translate a word from print to speech, usually by using knowledge of sound-symbol correspondences; also, it is the act of deciphering a new word by sounding it out.
Derivational Suffix:	A suffix that is added to the end of a word to change the word's grammatical role or its part of speech. Derivational endings may change the root word's spelling or pronunciation considerably (-ous, -tion, -ful).
Diagnostic:	Used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a student is behind in reading growth, they will usually be given only if a student fails to make adequate progress after receiving extra help in learning to read. Diagnostic tests are designed to provide a more precise and detailed picture of the full range of a student's knowledge and skills so that instruction can be more precisely planned.
Differentiated Instruction:	A profess to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.
Direct Instruction:	The teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.
DRA2/EDL	K-5 IRI/Reading Level Assessment. Complements the ISIP by determining each student's independent and instructional reading levels. This helps teachers to find appropriate books for students to practice (in Guided and Independent settings) and it also serves as a measure of reading progress. Individually Administered (approx. 20 min. per student)
Effectiveness of Core Reading Instruction (ECI):	Index that shows the percentage of students who begin the year reading "on grade level", continue to meet grade level expectations at the mid-year assessment, and make grade level expectations at the end-of-year assessment.
Effectiveness of Instruction (EI):	This index shows the percentage of students who begin the year at some level of risk for reading difficulties (reading below grade level) but progress to a lower level of risk or to grade level at the mid-year or end of year assessment (e.g. they move from "Intensive" to "Strategic" or "Initial", or from "Strategic" to "Initial").
Emergent Literacy Skills:	The skills, knowledge, and attitudes that are developmental forerunners to conventional forms of reading and writing.

Explicit Instruction:	<p>Teacher-led, interactive instruction that directly presents both the material and the relationships which need to be learned. The teacher models expectations, provides teacher-student practice (which supports students by giving immediate corrective feedback), provides student practice, and gives immediate corrective feedback, provides student practice, and provides opportunities for independent practice.</p> <p>Explicit instruction recognizes that learning is a cyclical process. Progress monitoring may indicate that the student has not mastered the new skill or strategy. If this occurs, skills and strategies are re-taught within the appropriate phase of explicit instruction.</p> <ul style="list-style-type: none"> • Clarify an explanation with additional examples or details. • Model with more intensity and clarity during a small group or one-on-one setting. • Provide additional guided practice opportunities with further teacher support. • Increase teacher monitoring and feedback during independent practice.
Expository Text:	Genre of reading that reports factual information and highlights relationships among ideas. Expository text tends to be more difficult for students than narrative text due to its density of long, difficult, and unknown words or word parts.
Expression:	Lively indication or depiction of mood or sentiment while reading text; this includes facial movement or vocal intonation to indicate feeling and is indicative of a student's fluency and comprehension.
Fluency:	Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.
Formal Assessment:	Follows a prescribed format for administration and scoring. Scores obtained from formal tests are standardized, meaning that interpretation is based on norms from a comparative sample of children.
Guided Practice:	Students practice newly learned skills with the teacher providing prompts and feedback.
Guided Reading:	Guided reading is a strategy that a teacher uses to help students become great readers. The teacher's role is to provide support to a small group of students by using a variety of reading strategies to guide them to become successful in reading.
High-Frequency Words:	A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words. Often, they are referred to as "sight words" since automatic recognition of these words is required for fluent reading.
Immediate Intensive Intervention:	Specifically designed and customized instruction for homogeneous small group or one-on-one reading instruction. It is considered "immediate" because it should begin as soon as the teacher is aware that a student is lagging seriously behind in one or more critical reading skills. It involves systematic and explicit instruction that specifically address the student's deficiency in a component skill. It also involves more progress monitoring on target skills to ensure adequate progress.

Independent Reading Level:	The level at which a reader can read text with 95%-98% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader. (As defined by the assessment tool...)
Inflectional Suffix:	In English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs. A major difference between inflectional and derivational morphemes is that inflections added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s,-es, -ing, -ed).
Informal Assessment:	Does not follow prescribed rules for administration and scoring and has not undergone technical scrutiny for reliability and validity. Teacher-made tests, end-of-unit tests, and running records are all examples of informal assessment.
Informational Text:	Genre of reading that includes expository, persuasive, and procedural writings.
Instructional Reading Level:	The level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read). Instructional reading level engages the student in challenging, but manageable text.
Intonation:	The rise and fall of pitch in the voice while reading a text aloud.
ISIP Early Reading	Universal Screener- Skill-based assessments that isolate essential early reading skills. In early reading scores are generated in subtest related to overall reading, letter knowledge, phonemic awareness, alphabetic decoding, comprehension, vocabulary, spelling, text fluency, listening comprehension.
ISIP Advanced Reading 4-5:	Universal Screener Skill-based assessments that isolate essential advanced reading skills. In advanced reading scores are generated in subtest related to overall reading, comprehension, word analysis, vocabulary, and text fluency.
ISIP Espanol:	PreK-3 Universal Screener- Skill-based assessments that isolate essential early reading skills. In early reading scores are generated in subtest related to listening comprehension, phonological awareness and phonetics, vocabulary, and reading comprehension.
Letter-Sound Correspondence:	Students identify letter sounds (one to one correspondence) and then match the sound.
Linguistic:	Of, or relating to, language to a letter (initial, final, medial).
Literary Text:	Genre of reading that includes fiction, literary non-fiction, and poetry.
Mastery:	Full understanding of a skill at a predetermined level.
Meaning Focused:	Instruction that teaches students how to extract and construct meaning from text. It focuses on general comprehension by stressing the functional nature of printed words.
Minimal Pairs:	Two words that differ by one phoneme.
Modeling:	When the teacher overtly demonstrates a strategy, skill, or concept that students will be learning.
Morpheme:	The smallest meaningful unit of language.
Morphemic Analysis:	A word-learning strategy that uses an analysis of words formed by adding prefixes, suffixes, or other meaningful word units to a base word.

Narrative Text:	Genre of reading consisting of stories about fictional or real events.
Nonsense Words:	Words that follow the patterns of Standard English but are not real words.
Norm Referenced:	Results are determined on comparison with other students (peers). Its name is derived from the normal curve and teachers use it to establish what is commonly called a “grading curve”. This curve is based on percentages of students’ score distribution (e.g. top 15% receive an A).
Onset and Rime:	In a syllable, the onset is the initial consonant or consonants. The rime is the vowel and any consonants that follow (e.g., the word “sat”: the onset is “s” and the rime is “at”. In the word “flip” the onset is “fl” and the rime is “ip”).
Outcome Measure:	An assessment used to measure the success of instruction throughout the year. The FCAT is an example of an Outcome Measure.
Outlier:	A student with a score in the top or bottom 5 percent of the class.
Percentile Rank:	Percentage of students the same age, whose scores equal or surpass that of a particular child. These scores cannot be averaged
Phoneme:	The smallest unit of sound within our language system.
Phonemic Awareness:	The ability to notice, think about, or manipulate individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: an awareness of individual phonemes in words.
Phonics:	The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.
Phonological Awareness:	One’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences.
Point of View:	The way a story is written based on who is telling the story (i.e. First person or third person).
Prosody:	Reading with the rhythmic and intonational aspect of language.
Phrasing:	To express in words or in appropriate or telling terms; a style of expression.
Print Awareness:	Ability to recognize written language and understand that printed words carry meaning.
Progress Monitoring:	Tests that keep a teacher informed about a student’s progress in learning to read during the school year. The tests are a quick sample of critical reading skills that will tell the teacher if the student is making adequate progress toward grade level reading ability at the end of the year. They can be administered to a student every week, every two to three weeks, or monthly

Pronoun Reference: Pronouns usually refer to	Other words called antecedents (nouns or other pronouns) because they come before the pronoun. Pronouns must refer clearly to distinct, close, and single antecedents so as not to interfere with a reader's comprehension of the text.
Psychometric Standards:	Rules pertaining to the theory and technique of educational and psychological measurement, which includes the measurement of knowledge, abilities, attitudes, and overall aptitudes.
Qualitative:	Relating to or involving comparisons based on qualities.
Quote	To repeat the exact words from a source; credit should be given to the original source.
R-controlled:	A vowel that is followed by the consonant r, such that its pronunciation is influenced by the /r/ and is neither a long or short vowel sound (e.g. farm, her, first).
Rate:	The timed speed at which a reader navigates the text (e.g., words per minute).
Raw Score:	The score that is first acquired when scoring a test or performance task. It is often changed to a type of derived score for interpretation (e.g., standard scores or percentile rank).
Reaction shot:	A visual technique in film and video in which the camera moves away from the main scene to show the reaction of a character.
Reader Characteristics:	The levels of knowledge a reader brings to the text, with respect to linguistic, cognitive, and affective areas.
Recall:	To bring back to mind what one had already read; a display of comprehension.
Recognize:	To acknowledge, or take notice of, given and new information within a text in some definite way.
Reciprocal Pronoun:	A pronoun expressing a mutual relationship (e.g., each other and one another).
Recommended Instructional Level (RIL):	The level of instruction needed by individual students to have success at grade-level reading and are derived from combining scores on tests given at each assessment period. These levels include: <ul style="list-style-type: none"> •Initial: Outcome of the DIBELS® assessment that indicates a student is performing on grade level. •Strategic: Outcome of the DIBELS® assessment that indicates a student would benefit from additional assistance in targeted areas. •Intensive: Outcome of the DIBELS® assessment that indicates a student is in need of immediate intensive intervention (iii).
Relative Pronoun	A pronoun that refers to an antecedent (e.g., whom in the man whom you were talking to). Relative pronouns link a dependent clause to a main clause in a sentence.
Reliability:	Refers to the consistency of the outcomes; how dependable a test is. It is also a prerequisite of validity.

Reliable Source:	A credible or believable source. Some questions to evaluate credibility might be: Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?
Remediation:	Remediation is instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously.
Resolution:	The point in a literary work at which the story's problem is worked out.
Response to Intervention:	Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.
Restrictive Relative Clause:	A phrase or clause that limits the essential meaning of the noun or noun phrase it modifies (e.g., who had a camera in The man who had a camera took our picture).
Retell:	To tell again, or in another form, to convey comprehension of a text.
Rhetorical Device:	A technique that an author or speaker uses to influence or persuade an audience.
Rhetorical Fallacy:	An argument that is not sound but may still be convincing. Rhetorical fallacies may be divided into three categories: 1) Emotional fallacies appeal to the audience's emotions. 2) Ethical fallacies unreasonably advance the writer's own authority or character. 3) Logical fallacies depend upon faulty logic.
Rhetorical Purpose:	The author's primary aim in a piece of writing. The rhetorical purpose could be to narrate, to argue, to review, to explain, or to examine
Rhetorical Technique:	Different techniques used in essays or to improve them (ie. Point of view, word choice or point of view)
Rhyming:	Words that have the same ending sound.
Rhyme Scheme:	The pattern of rhyming lines (e.g., ABAB, ABBA).
Rime:	The terminal syllable of a word that can be rhymed (e.g., /at/ in cat and fat).

Risk Levels:	<ul style="list-style-type: none"> •High: Seriously below grade level and in need of substantial intervention. A student at high risk who does not receive immediate intensive intervention (iii) has about a 10 percent chance of reading on grade level at the end of the year. •Moderate: Moderately below grade level. Targeted instruction is needed to improve at least one skill. Without targeted instruction, a student at moderate risk has about a 50 percent chance of achieving grade level at the end of the year. •Low: The current classroom instruction is sufficient for meeting the student's needs. A student at low risk has a about an 80 percent chance of reading at grade level at the end of the year. •Above Average: The student's performance in a particular skill is above average in proficiency
Rule of Three:	A principle that states that things grouped or presented in threes create a more effective, satisfying, and memorable pattern. Examples include the three little pigs, the three Musketeers, or Aristotle's three types of speeches.
Running Record:	A running record is one method of assessing a child's reading level by examining both accuracy and the types of errors made.
Sarcasm:	A bitter form of irony, intended to taunt or hurt.
Scaffolding:	Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without assistance.
Scheme:	A figure of speech that concerns word order, syntax, letters, and sounds, as opposed to the meaning of words. Some types of schemes include: parallelism/parallel structure, antithesis, inverted word order, repetition of words, and reversed structures.
Scientifically-based Research:	<p>Education related research that meets the following criteria</p> <ul style="list-style-type: none"> · Analyzes and presents the impact of effective teaching on achievement of students · Includes large numbers of students in the study · Includes study and control groups · Applies a rigorous peer review process · Includes replication studies to validate results
Screening:	Provides the teacher with a beginning assessment of a student's preparation for grade level reading instruction. They are a "first alert" that a student may need extra help to make adequate progress in reading during the year.
Script:	1) A written version of the speech and actions of performers, as in a play or film. 2) Handwriting.

Scope and Sequence:	A “roadmap” or “blueprint” for teachers that provides an overall picture of an instructional program and includes the range of teaching content and the order or sequence in which it is taught.
Secondary Source:	A source that is a step removed from the original accounts of an event or experience.
Segmenting:	Separating the individual phonemes (or sounds) of a word into discrete units.
Semantic Maps:	A strategy for graphically representing concepts and portraying their schematic relations.
Sensory Detail:	A detail in writing that describes what is seen, heard, smelled, tasted, or touched.
Sensory Language:	Words an author uses to help the reader experience the sense elements of the story. Sensory words are descriptions of the five senses: sight, sound, touch, smell, and taste.
Setting:	The time and place in which a narrative occurs. Elements of setting may include the physical, psychological, cultural, or historical background against which the story takes place.
Shared Reading:	Using an enlarged text that all children can see, the teacher involves children in reading together following a pointer. Fountas Pinnell p. 22
Sight Words:	Words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists). However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.
Simile:	A comparison of two things that are essentially different, usually using the words like or as (e.g.... my love is like a red, red rose from Robert Burns, A Red, Red Rose).
Simple Sentence:	A sentence with one subject and one predicate (e.g., The chicken crossed the road).
Slant Rhyme:	An imperfect rhyme that usually has the same end consonant sound but not the same vowel sound; also called a half rhyme (e.g., found and kind, grime and game, ill and shell, dropped and wept).
Soliloquy:	A dramatic convention in which a speech is given by a character while or as if alone; literally, "talking to oneself"
Stanine:	A standard score that has a range of 1 to 9 with a mean of 5. Each stanine is one-half of a standard deviation wide, except 1 and 9 at the ends of the distribution.
Stated Assumption:	Persuasive works are based on statements that are assumed to be accurate. When an author clearly states the premise in the persuasive work, it is a stated assumption.
Stereotyping:	A rhetorical fallacy in which one classifies a person or group according to a common aspect that is oversimplified, rigidly applied, and often uncomplimentary

Story Line:	The plot of a story or drama.
Strategic Interventions Specific to Needs:	Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances; often associated with second tier of an RTI tiered model; also referred to as secondary interventions
Structure of Fiction:	How a literary work is constructed or put together.
Student-Friendly:	When everyday language is used to simplify and explain information to students.
Structural Element:	One basic form of a poem, including its visual presentation (e.g., line, stanza, or verse).
Structural Pattern:	The pattern that emerges when the various literary parts (i.e., character, setting, theme, and plot) come together to form the whole.
Style:	The way something is written, in contrast to its content (e.g., Hemingway's writing style is terse, blunt, and conversational).
Stylistic Device:	A technique used by an author to express meaning, ideas, or feelings in a written work (e.g., metaphor, simile, alliteration, etc.). The use of these techniques is related to the tone of the piece and the style of the author.
Subjective Point of View:	See "point of view:"
Subjunctive Mood:	A verb mood expressing a wish, command, or hypothetical or anticipated condition (e.g., If I were finished eating, I would go to the party).
Subordinate Clause:	A clause containing a subject and a verb that modifies a main or independent clause but cannot stand alone; also called a dependent clause (e.g., until he goes in I will wait until he goes).
Subordinating Conjunction:	A conjunction that introduces a dependent clause and connects it to an independent clause (e.g., because, when, unless).
Summarize:	To reduce large sections of text to their essential points and main ideas. Note: It is still important to attribute summarized ideas to the original source.
Superlative:	An adjective indicating the greatest degree of something; a superlative is usually formed using(e.g., the best and the brightest).-est.
Suspense:	The sustained interest created by the buildup of events and delayed resolution of the plot's conflict.
Syllable:	A segment of a word that contains one vowel sound. The vowel may or may not be preceded and/or followed by a consonant.
Syntax:	Rules that specify the arrangement of words and the relationships between words in phrases and sentences.
Symbolism:	The use of symbols to represent abstract ideas in concrete ways.
Syntax:	The arrangement and sequence of words in sentences, clauses, and phrases.
Synthesize:	To combine elements and parts to form a coherent whole.

Systematic Instruction:	A carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for systematic instruction is carefully thought out, strategic and designed before activities and lessons are planned. Instruction is clearly linked within, as well as across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex.
Sustained Evidence:	Textual evidence or argumentation in support of the thesis that is unflawed and remains strong throughout the paper
Target:	An interim goal that occurs at every assessment period.
Targeted Instruction:	Instruction that is aimed at a particular skill or set of skills.
Technical Vocabulary:	Specialized vocabulary that is used within a particular context and usually by a limited group of people who know and understand the specialized terms.
Temporal Ordering:	Terms such as before, after, when, and while convey information on the order of events, length of events, and events that are occurring at the same time. These terms give the reader a context of time and allow for fuller comprehension of the text.
Testimonial:	A statement in support of a particular truth, fact, or claim; a recommendation. Testimonials are often used in advertising.
Teacher of Record:	Teacher of record is the person responsible for assigning the grades.
Text Genre:	Different styles of text that reflect a variety of purposes which children encounter when reading (e.g., narrative, expository, persuasive, informative).
Text Structure:	The various patterns of ideas that are embedded in the organization of text (e.g., cause-effect, comparison-contrast, story grammar).
Thematic Link:	A logical connection made between or among texts that share similar themes.
Theme:	The central or universal idea of a piece of fiction or the main idea of a nonfiction essay. A universal theme transcends social and cultural boundaries and speaks to a common human experience. A theme may be explicit or implicit. In a work with an explicit theme, the author overtly states the theme somewhere within the work. Implicit theme refers to the author's ability to construct a piece in such a way that through inference the reader understands the theme.
Universal Screening:	Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

Validity:	The extent to which a test measures what it was intended to measure. •Construct validity: When a test produces results that conform well to real-world applications. •Content validity: When a test reflects the curriculum that is taught.
Vocabulary:	Refers to all of the words of our language. One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading, and writing.
Thesis:	1) A statement or premise supported by arguments. 2) The subject or theme of a speech or composition.
Third-Person Limited:	Third person limited point of view is a method of storytelling in which the narrator knows only the thoughts and feelings of a single character, while other characters are presented only externally. Third person limited grants a writer more freedom than first person, but less than third person omniscient.
Third-Person Omniscient:	Third person omniscient is a method of storytelling in which the narrator knows the thoughts and feelings of all of the characters in the story, as opposed to third person limited, which adheres closely to one character's perspective.
Tier I:	Tier I instruction is the core general education instruction in the content areas.
Tier II:	Student receives small group instruction in addition to core instruction.
Tier III:	Student receives intensive small group intervention with a highly skilled intervention teacher in addition to core instruction.
Tone:	The author's particular attitude either stated or implied in the writing.
Traditional Literature:	Stories that were originally oral and later became written text.
Tragic Flaw:	A flaw or defect in a tragedy's hero or heroine that eventually causes his or her downfall.
Transitional Words and Phrases:	Words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.
Understatement:	A rhetorical technique, often incorporating irony or humor, in which something is represented as less than it actually is.
Universal Theme:	A universal theme is a message about life that can be understood by most cultures.
Valid Source:	A correct and truthful source. Some questions useful for evaluating validity of a source might be: • Does the author present facts with supporting evidence? • Does the information in this source match information in other sources?

Voice:	Articulation or expression in coherent form, either verbally or in a piece of writing.
Vowel Digraph or Vowel Pair:	Two vowels that together represent one phoneme or sound (e.g., ea, ai, oa).
Word Boundary:	The boundary or division between two words.
Word Choice:	The author's thoughtful use of precise vocabulary to fully convey meaning to the reader
Word Segmentation:	The division of words into syllables or segments; also called syllabication.

Assessment Tools for Planning

Different students learn in different ways and at different speeds. Some students pick up concepts and skills very quickly so they are ready to move to independent practice. Other students need a little more support, or they need a little more time for independent practice. Every student in GISD must develop proficient language arts skills, but the instructional support required for proficiency varies from student to student.

Teachers in GISD are encouraged to use a variety of data to inform instruction. Needs that are identified through assessment should become the focus for whole-class or small-group instruction. Students who are struggling with basic reading skills should have more opportunities to practice those skills until they are proficient. Students who have difficulty with certain strategies for reading, such as comprehension or writing should practice those strategies with the teacher's support. When students are confused about these concepts, the teacher provides intervention using evidenced-based strategies.

Teachers use informal assessments such as running records, oral reading fluency probes, and rubrics to determine student instructional needs, but teachers also use formal assessments provided district-wide to monitor students' learning, growth, and mastery.

District Wide Reading Language Arts Assessments

GISD administers a variety of assessments to all students beginning in pre-kindergarten. Each assessment serves a unique purpose and provides data to inform instruction.

Assessment Tools		Grades	Purpose
Universal Screener	ISIP Early Reading	Pre K-3	Istation's Indicators of Progress is a skill-based assessment that isolates essential early reading skills. Overall scores are generated in subtests related to overall reading, letter knowledge, phonemic awareness, alphabetic decoding, comprehension, vocabulary, spelling, text fluency, listening comprehension. <ul style="list-style-type: none"> • Group Administered Multi-Choice Computer Adaptive (approx. 30 minutes per student)
	ISIP Advanced Reading	4-5	Istation's Indicators of Progress is a skill-based assessment that isolates essential advanced reading skills. Advanced reading scores are generated in subtests related to overall reading, comprehension, word analysis, vocabulary, and text fluency. <ul style="list-style-type: none"> • Group Administered Multi-Choice Computer Adaptive (approx. 30 minutes per student)
	ISIP Espanol	Pre K-3	Istation's Indicators of Progress is a skill-based assessment that isolates essential early reading skills. Overall scores are generated in subtests related to listening comprehension, phonological awareness and phonetics, vocabulary, and reading comprehension (grades 1-3). <ul style="list-style-type: none"> • Group Administered Multi-Choice Computer Adaptive (approx. 30 minutes per student)
	WRAP - Spanish	4-5	Writing and Reading Assessment Profile- is a screening tool designed to scaffold teachers by collecting information on their student's literacy understandings, development, behaviors, and attitudes in their first language. <ul style="list-style-type: none"> • Individually Administered (approx. 5 min. per student)
Diagnostic	DIBELS/IDEL	K-5	Dynamic Indicators of Basic Early Literacy Skills/ Indicadores Dinamicos del Exito en la Lectura is a series of short tests that assess early childhood literacy. It is a set of procedures and measures for assessing the acquisition of a set of literacy skills, such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. It complements the ISIP by providing additional data to identify students who need more assistance and to monitor the effectiveness of intervention strategies. <ul style="list-style-type: none"> • Individually Administered (approx. 2 min. per student)
	DRA2/EDL2	K-5	Developmental Reading Assessment/Evaluacion del desarrollo de la lectura is reading a level assessment that complements the ISIP by determining each student's independent and instructional reading levels. This helps teachers to find appropriate books for students to practice (in Guided and Independent settings) and it also serves as a measure of reading progress. <ul style="list-style-type: none"> • Individually Administered (approx. 20 min. per student)

Formative	CBA's (Every Six Weeks)	3-12	<p>Curriculum-Based Assessments are grade-level reading & writing assessments designed to mimic the STAAR reading and writing tests while also maintaining alignment with the district curriculum. Developed by GISD principals and staff to assess student understanding of the text and specific literary concepts commonly tested on the STAAR.</p> <ul style="list-style-type: none"> • Group Administered Multiple-Choice with some short answer and essay questions (approximately 45 min.)
Summative	TELPAS	K-5	<p>The Texas English Language Proficiency Assessment System is designed to assess the progress that limited English proficient (LEP) students make in learning the English language.</p> <ul style="list-style-type: none"> • Individual and group-administered to students who are English Language Learners.
	STAAR/STAAR EOC	3-5	<p>State of Texas Assessments of Academic Readiness is a grade-level reading comprehension test that assesses students' reading comprehension and writing skills on grade-appropriate texts. Aligned with the standards (focusing on Readiness and Supporting Standards).</p> <ul style="list-style-type: none"> • Group Administered Multi-Choice with some short answer and essay questions (4-hour time limit on reading / 8-hour time limit on writing)
Progress Monitoring	Fluency Probes	3-5	<p>Fluency probes assess key reading behaviors such as fluency and word identification. Fluency refers to a student's speed, smoothness, and ease of oral reading. Fluent readers read more quickly and can skip decoding in favor of comprehension. The probes can be used to assess a student's current reading skills and to monitor a student's reading growth across the academic year.</p> <ul style="list-style-type: none"> • Individually Administered (approx. 2 min. per student)
	Running Records	K-5	<p>A running record is one method of assessing a child's reading level by examining both accuracy and the types of errors made. A running record gives the teacher an indication of whether material currently being read is too easy or too difficult for the child, and it serves as an indicator of the areas where a child's reading can improve.</p> <ul style="list-style-type: none"> • Individually Administered (approx. 5 min. per student)

Roles and Responsibilities

What is the role of the Literacy Action Plan Committee/DEIC?

- Serve as an advisory for developing the GISD Literacy Action Plan
- Define Tier 1 reading instruction in GISD
- Ensure that all campuses will commit to and implement GISD Literacy Action with fidelity
- Participate in supporting and implementing the GISD Literacy Action Plan
- Provide feedback to administration at the district level and campus level
- Advocate for high-quality effective literacy instruction
- Review, expand and update the GISD Literacy Action Plan

What is the role of the Central Office?

- Plan, develop and deploy GISD curriculum documents
- Preview and provide required district resources
- Develop and deliver a Professional Learning Plan
- Construct appropriate professional learning units for the district based upon the GISD Literacy Action Plan and district data
- Review and report implementation timeline and status

What is the role of the Principal?

- Review and use data to make instructional decisions for campus continuous improvement as designated in the individual Campus Improvement Plan
- Review campus data to determine specific campus needs for professional development in the area of literacy
- Ensure staff participation in district/campus professional development
- Manage time and resource allocation to maximize learning in the area of ELAR (English Language Arts and Reading/Writing as defined by TEA)
- Conduct regular classroom walkthroughs and formal observations utilizing the T-TESS rubric to monitor the implementation of balanced literacy
- Provide guidance regarding high-quality effective literacy instruction based on the five components of reading

What is the role of Teachers?

- Implement the GISD Literacy Action Plan with fidelity
- Attend and actively participate in all literacy professional development sessions
- Participate in collaborative (PLCs or professional learning communities) to design and deliver high quality and effective literacy instruction based on state standards and district directives
- Follow district curriculum guidelines

- Maintain a balanced literacy approach to include systematic explicit instruction in the five components of reading
- Use ongoing assessment(s) actively monitor student progress, inform instructional effectiveness, make adjustments: reteach/retest/intervene to meet all students' individual learning needs
- Use the continuous improvement process to provide students with timely feedback
- Incorporate instructional best practices for reading and writing
- Integrate reading, writing, speaking, listening, and research across content areas

What is the role of the Students?

- Develop habits of mind to succeed in school, work, and life
- Use critical thinking, self-assessment and reflection in personal growth as a reader and a writer
- Participate in collaborative discussions about reading and writing with teachers and peers
- Engage in rich, relevant, and authentic reading and writing experiences
- Collaborate, communicate and connect through the use of technology
- Chart personal progress and be able to select appropriate strategies for self-improvement

Fundamental 5: Formula for High-Quality Instruction

Frame the Lesson:

- ☐ Posted learning objective in student friendly language
- ☐ Look at the lesson and translate how you will talk to kids
- ☐ Have a closing question or product with every lesson.

Work in the Power Zone:

- ☐ Don't teach from your desk or podium (60% of HS teachers do)
- ☐ Proximity to students working is vital (70% goal)
- ☐ Increases on task behavior and retention
- ☐ Where we say something is as important what we say. Arrange your room to allow movement.

Frequent Small Group Purposeful Talk:

- ☐ Every 10-15 minutes stop & let kids discuss for 30 to 60 seconds
- ☐ Still must be teacher driven with 2-4 students per group
- ☐ Use natural transition points in your lesson
- ☐ Pre plan your questions or the questions will tend to be low level type questions

Recognize and Reinforce:

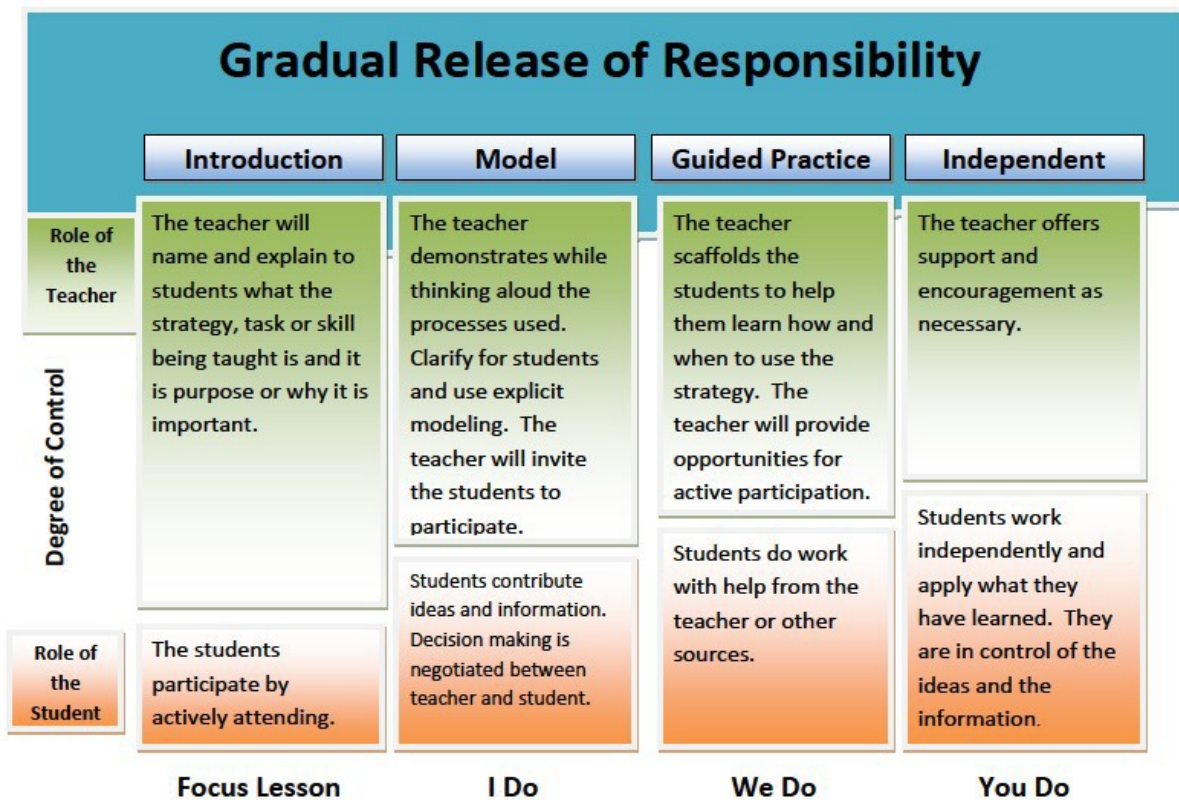
- ☐ Personalize both with each student
- ☐ Success & improvement needs recognition
- ☐ Reinforce all good things & procedures

Write Critically:

- ☐ The least observable trait of the 5
- ☐ Examples: Purposeful note taking, Summary paragraphs, class exit tickets, use as a warm-up to begin class
- ☐ Writing creates retention for every level of student
- ☐ Note taking templates & how to use it

Gradual Release of Responsibility

The underlying goal of all ELAR (English Language Arts and Reading) instruction is to guide students to independent mastery of a skill or concept. The gradual release of responsibility model of instruction has been documented as an effective approach for improving reading comprehension, writing achievement, and literacy outcomes for all students. This instructional model emphasizes instruction that mentors students into becoming independent thinkers and learners. To scaffold to independence, teachers would begin with the "high support / very explicit instruction" activities, and then release students to the "low support / more independent" activities. This gradual release may occur over a day, a week, or a semester.



Literacy Instruction Content Strands

For each strand listed, the vertical alignment as referenced in TEKS Resources/DMAC/TEX-Guide/Implementing TEKS Resource System, contains a guide that summarizes the structure and applicable grade levels for each TEKS (knowledge and skill) statement in the following content strands:

READING

Reading teachers must be readers themselves. Within the context of a Reading Workshop structure, teachers scaffold students' reading processes by sharing their own thoughts and processes. Direct instruction is provided through whole group, small group, and individual instruction designed to address students' specific needs. Students read every day in authentic texts representing a wide range of genres and topics and participate in discussions of these texts. They engage in regular self-assessment and reflection on their growth as readers.

WRITING

Writing teachers must be writers themselves. Teachers model and share their processes with students, including generating topics, planning, drafting, gathering feedback, revising, editing and publishing. Students write every day within the context of a writing workshop that provides daily direct instruction, daily independent writing, and daily sharing and reflection. Skills and strategies are taught through whole group (explicit instruction/mini-lesson), small groups, and individual instruction. Students engage in regular self-assessment and reflection on their growth as writers. Rubrics are used to provide specific feedback and set individual and class goals.

LISTENING AND SPEAKING

Listening and speaking should be practiced daily in a variety of formats, including collaborative activities that require students to communicate clearly, to listen and respond respectfully, and to practice questioning skills. Listening and speaking are not only cornerstones of an effective literacy classroom; they are life skills that allow students to work productively.

ORAL AND WRITTEN CONVENTIONS

The oral and written conventions of English should be taught within the context of authentic speaking, reading, and writing. Students should understand the purpose and function of the convention as well as how to accurately apply the skill.

Guiding Principles

GISD literacy instruction is developed around the following guiding principles to ensure a balanced approach:

- **Emphasizes the processes** of reading to include direct instruction in the five components: phonemic awareness, phonics, vocabulary, fluency, and comprehension
- **Emphasizes the stages** of the writing process
- **Creates a comprehensive and collaborative approach** to support all students including those needing greater support
- **Delivers whole class instruction and small group instruction** (guided reading/flexible groups) with systematic attention to individuals through modeling and authentic rich text examples
- **Incorporates instructional best practices and provides explicit skills instruction** in purposeful and meaningful learning to include the use of technology
- **Uses systematic assessment**, including ways to examine individual student progress within the group and to determine their level of need (e.g., benchmarking and running records).
- **Provides differentiated instruction and intervention using evidenced-based structures and strategies** (through content, process, and product)
- **Plans for a wide range of literacy-related reading and writing activities across all content areas** (including literacy workstations, word work, and independent reading)
- **Respects** both students and teachers as readers and writers
- **Fosters self-assessment and self-improvement** on students' growth as readers and writers
- **Acknowledges the text demands** of an ever-changing world through the study of a variety of genres and modes, both classical and contemporary

Effective Literacy Instruction Best Practices

These research-based practices are positive and purpose-driven actions, attitudes, and words that highly effective teachers use to communicate with students during literacy instruction. When used these effective instructional practices can provide an opportunity for professional growth and positively impact student achievement.

Instructional Techniques	Teacher Exemplar	Teacher Non-Exemplar
Activating	The teacher generates interest in learning, activates prior knowledge, and connects instruction to the real world or to the solution of real-world problems.	The teacher does not tap into the experiences and background knowledge of her students. Lessons are presented as they are found in the teachers' manual with no observable modifications for the unique make-up of the class.
Affirming	The teacher appreciates, encourages, praises, or rewards students' actions, attitudes, thinking processes, verbal statements, and work products. The praise is specific and focuses on excellent work products as well as improvements in students' thinking and efforts.	The teacher is seldom observed praising or affirming students, and many teacher statements are negative, sarcastic, or punitive.
Annotating	The teacher adds additional information while reading a text with students or during a group discussion-information that students do not have, but need in order to make sense of the discussion or text. The teacher builds background and vocabulary knowledge as often as possible using relevant examples from students' experiences.	The teacher does not add information to that provided in the textbook, information that would enable struggling students to make connections to what is being taught. She simply assigns the story, leaving struggling students confused about what the text means.
Assessing	The teacher determines both formally (through testing) and informally (through questioning) what students have learned and where instruction needs to be differentiated for all students to achieve mastery.	The teacher rarely uses informal assessments during instruction and uses formal assessments only to assign report card grades.
Attributing	The teacher communicates in specific ways to students that their accomplishments are the result of effort, wise decision making, attending to the task, and exercising good judgment and perseverance, rather than their intelligence or ability.	The teacher acts surprised when students do well and generally attributes their success to either their ability levels or to good luck.
Coaching-Facilitating	The teacher thinks along with students and helps them develop their own ideas, rather than directing their thinking and telling them what to do.	The teacher gives the right answers to students who ask questions so they can fill in the blank, turn in the worksheet, and get credit.
Constructing	The teacher and students work collaboratively to construct multiple meanings from conversations, discussions, and the reading of the text.	The teacher does not work collaboratively with students to discuss the meaning of a story or article. He tells them his interpretation of the text.
Differentiating	The teacher calibrates the difficulty of learning tasks so as to create the best match possible with students' assessed skills and knowledge.	The teacher does not provide additional opportunities for learning to students who are struggling. Instruction is based on the textbook and moves at a pace suited to the most advanced students.

Direct Instruction	The teacher uses a direct, explicit, systematic, and supportive approach to teaching.	The teacher does not directly instruct students. All instruction is delivered in a whole-class setting and is designed for average students.
Explaining	The teacher tells students what will happen in a lesson, what the goal is, why it's being done, how it will help students, and what the roles of the teacher and students will be during the lesson.	Students seldom have an idea of the objective or purpose of a lesson. If asked by an observer what the lesson is about or what they are supposed to be learning, students are unable to respond.
Giving Directions	The teacher gives clear and concise verbal instructions (supported by written directions, picture cues, or modeling as needed) that help students see how they are going to get from where they are at the beginning of a lesson, task, or unit to the completion of the task.	The teacher gives only verbal directions for assignments and activities. She does not ask students if they have questions, and she does not provide visual cues, more detail, or a repetition of the instructions for struggling students.
Grouping	The teacher uses benchmark assessment results to group and regroup students according to their specific academic needs for scaffolded instruction, enrichment, or specialized interventions.	The teacher uses only one kind of grouping arrangement: whole-group instruction. Students never have opportunities to work with a partner or complete a collaborative group project with classmates. The teacher does not form small groups to provide extended teaching or more practice for struggling students.
Guided Practice	The teacher leads students through rehearsals of skills, processes, or routines to ensure understanding, accuracy, and automaticity.	The teacher does not provide extra practice during class time for struggling students. Instead, he sends worksheets to parents asking them to provide practice at home,
Literacy Workstations	The teacher plans for purposeful, independent practice of a previously taught skill or lesson. A station is an area where students work in pairs using instructional materials to practice reading, writing, speaking, listening and working with words.	The teacher plans for "busy work" using worksheets, computer games, etc., void of accountability.
Modeling	The teacher thinks aloud regarding the cognitive processing of text and physically represents that thinking by constructing graphic organizers or writing in response to reading while students observe.	The teacher does not think aloud for students about her own reading comprehension, and she does not model how to construct organizers or write in response to reading. She gives assignments, collects work, and gives grades.
Monitoring	The teacher will monitor student progress closely. Carefully watch and listen to student responses, so that you can verify student mastery, as well as make timely adjustments in instruction if students are making errors. Includes use a range of assessment tools such as running records, fluency checks, teacher-created rubrics etc.	The teacher does not allow time for investigation of individual student data over time to compare the rate of growth against age like peers.
Motivating	The teacher encourages, inspires, and stimulates his students to achieve both personal and group goals by scaffolding instruction, affirming academic efforts, and providing extrinsic rewards as needed to jump-start struggling students.	The teacher uses teaching behaviors that undermine student motivation. Examples of this are competition rather than cooperation, public grading, very easy or boring tasks, giving negative feedback, and highlighting students' failures. Other

		examples include attributing students' successes and failures to luck, ability, or task difficulty, scapegoating students, and administering frequent reprimands.
Nurturing-Mentoring	The teacher communicates positive expectations and a caring attitude and takes a personal interest in the success of students.	The teacher uses teaching behaviors that communicate low expectations, apathy regarding the success of his students, and a distant attitude toward students.
Questioning	The teacher uses a variety of questioning techniques and types of questions to stimulate students' thinking, while also teaching students how to ask and answer their own questions.	The teacher uses one type of question; often questions to which she has a preconceived answer in mind. A small group of students in the classroom answer almost all of the questions that are asked.
Recapping	The teacher summarizes what has been concluded, learned, or constructed during a given lesson or discussion, tells students why this new learning is important and lets them know where they can apply it in the future.	Lessons end abruptly with no closure, and the teacher rarely summarizes what was accomplished or learned.
Redirecting	The teacher monitors the level of student attention and engagement and uses a variety of techniques, prompts, and signals to regain or redirect students' attention to the learning task. The teacher is able to transition students from one activity to another with minimal time loss.	The teacher does not regularly pay attention to students who are off task. When he does, he has a limited repertoire of attention-getting signals, with most of them being negative in tone.
Reminding	The teacher causes students to remember or think more deeply about an idea or concept that has been previously taught or restates something that has been previously taught in a novel way to ensure their remembering.	The teacher does not consider that students might need reminding and does not help students make connections between the learning of today and prior learning.
Reteaching	The teacher teaches recursively by repeatedly coming back to important skills, concepts, outcomes, or standards, giving students multiple opportunities to achieve mastery.	The teacher teaches a concept or skill, tests students, considers the concept taught, and moves on without regard for the students who have not achieved mastery.
Scaffolding	The teacher supports students at their independent learning levels, enabling them to solve problems, carry out tasks, master content, and skills, utilize appropriate cognitive strategies, and generally achieve goals that would otherwise be impossible for them.	The teacher consistently responds to students as though <i>they</i> are totally responsible for their own learning. He does not scaffold difficult material for struggling students and frequently says to students and colleagues, "Well, I had to get it on my own. Nobody ever explained it to me."

Section 5: Plan for Assessing and Reporting District Progress

In order to achieve the goals outlined in the GISD Literacy Action Plan, the monitoring of progress will be reviewed by the GISD Literacy Action Plan Committee/District Education Improvement Council to ensure steady progress toward the identified measures of success for each of the goals. The GISD Literacy Action Plan Committee will meet on a consistent basis to review the progress on each goal and action step. The district will share the progress on its website as well as during campus meetings.

The Superintendent, campus principals, and the GISD Literacy Action Plan Committee will be leaders in supporting the Literacy Action Plan that has been developed to ensure that GISD students reach proficiency and become independent readers and writers.

The campus principals will lead their staff in achieving the literacy goals outlined in this plan and provide updates to the Superintendent, monthly.

Section 6: District Expectations and Supports for Schools

- GISD will support the implementation of the GISD Literacy Action Plan. The district will provide time and financial support for district and campus literacy meetings, professional development, and other activities as outlined in the GISD Literacy Plan.
- Each school in GISD will be responsible for adherence to the GISD Literacy Action Plan by:
 - Communicating consistently that literacy is a district and campus priority, PK-12 and in all content areas daily.
 - Administering assessments as outlined in the GISD Assessment Calendar.
 - Collecting and analyzing data to inform and improve instructional practices.
 - Developing schedules and making effective use of staff to achieve literacy goals.
 - Defining tiered instruction and communicating to staff the guidelines of the RTI program.
 - Implementation and monitoring of core literacy programs, strategies, and interventions.

Section 7: District Literacy Team Membership, Development Process, and Plan for Monitoring Implementation

The Goodrich ISD Literacy Action Plan was developed by the GISD District Education Improvement Council in collaboration with all ELAR teachers. The focus of the work was to work in partnership to help develop an awareness of the literacy initiative throughout the district. The Literacy Action Plan Committee consists of literacy instructional personnel including teachers, instructional support staff, campus instructional leaders, and district instructional leaders.

The first meeting of the GISD DEIC/Literacy Action Plan Committee was held on November 13, 2019. The purpose of this meeting was to set the stage for the upcoming work of the committee and to complete background research on specific literacy topics. The focus of the meeting in November was also to review ELA data trends in Goodrich ISD, as well as to review the Texas Literacy Plan.

The GISD DEIC/Literacy Action Plan Committee met again on February 18, 2020 to continue to work on/discuss the district literacy plan, set the vision and purpose, and to review current literacy research. The committee worked collaboratively to develop an outline of the literacy vision, which would later be fully developed into two literacy vision options to be voted on by key stakeholders. The committee also reviewed current ELA data and the overarching goals of the district literacy plan. The team was divided into groups, and each group was assigned a goal from the plan to begin to develop the specific action steps for the literacy plan.

Following the November meeting, all data was compiled by the Goodrich ISD Superintendent and placed into the current literacy plan format. During the month of May 2020, the plan was submitted to the GISD School Board for approval, which was granted on May 21, 2020. The finalized plan will be posted on the GISD website, and reviewed by all stakeholders during the months of June-August of 2020.

Implementation of the GISD Literacy Action Plan will be implemented during the 2020-2021 school year. The Superintendent, Campus Principals, and the GISD Literacy Action Plan Committee will monitor the progress of the elements of the plan, as well as implement specific literacy resource documents based on the goals of the plan for grades PK-12. This work will continue for the next five years and will include in-depth study, planning, and implementation of the updated ELAR TEKS.

25 Ways Schools Can Promote Literacy and Independent Reading

1. Set aside time for independent reading. Time for reading independently doesn't just happen. Plan for it by making it a priority in schedules across K-12 classrooms. You may need to get creative by stealing minutes here and there, but find at least 15 minutes a day (20 recommended) for self-selecting, independent reading.

2. Create Literacy-Rich Environments in every K-12 Classroom. A literacy-rich environment – full of print, word walls, books, and reading materials – not only supports the Common Core standards, but also provides a setting that encourages and supports speaking, listening, reading, and writing in a variety of authentic ways – through print & digital media. Make it a priority for every K-12 classroom to be an inviting, print-rich environment that supports independent reading and student learning.

3. Support High-Quality Classroom Libraries. Students need access to interesting books and materials – both in print and online. When students are provided with well-designed classroom libraries, they interact more with books, spend more time reading, exhibit more positive attitudes toward reading, and exhibit higher levels of reading achievement (NAEP, 2002).

*Additionally, research-based classroom libraries support balanced literacy instruction. Support teachers in building classroom libraries through budget dollars, grants, and book drives.

4. Encourage Read Alouds. In the *Becoming a Nation of Readers* report (1985), experts reported that “the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” Not only did the experts suggest reading aloud in the home, but they also suggested reading aloud in schools. Read alouds not only allow teachers to model that reading is a great way to spend time but also expose students to more complex vocabulary than they typically hear or read.

*And, that doesn't exclude reading to older students, too. Occasionally reading more difficult text aloud provides an opportunity for rich discussion and vocabulary development. And, reading young adult selections such as *The Fault in Our Stars* ([affiliate link](#)) by John Green provides the background and context for meaningful discussions about current topics, too.

5. Create a “Caught Reading” Campaign that features Teachers as Readers. Creating a school-wide reading culture is important to promote reading as a lifestyle. Students need to see their teachers as readers. Create posters of teachers and staff reading their favorite books and display them in hallways throughout the schools. You can also produce bookmarks that feature teachers' favorite books to help guide students as they select books for independent reading.

6. Invite Guest Readers into Classrooms. What better way to promote reading than by having guest readers read aloud to students. Invite parents and community members to select a book or article to read aloud and discuss with students. You can even make it fun by announcing them as “mystery readers” and providing clues during the week to create anticipation for the guest reader.

7. Encourage Students to Read Widely. Sometimes students get in a rut and don't read beyond their favorite genre or author. Encourage students to read outside of their preferred genres. To build a wide vocabulary and broad background knowledge, students need to read in a wide variety of genres and text types. Through book talks, read alouds, and book displays, open students' eyes to new authors, genres, and text types.

8. Create a Twitter Hashtag for Sharing Books. Move beyond traditional book reviews by creating a school-wide Twitter #hashtag such as #GES Title Talk or #PS41FavBookswhere students and teachers write super-short reviews and highlights of recently read books. In addition, the librarian can create interest in books by posting new titles on the school hashtag. Teachers can create a classroom hashtag, too, such as #4thReads.

9. Host Book Clubs for Students and Parents. A community of readers sometimes happens naturally; however, book clubs are a perfect way to foster connectivity around books and reading. Students can even host their own book clubs within a classroom, grade level, or school. Reading is important for parents, too. Host a book club at school or online to help create an adult community of readers and build strong parental support for reading. “Books and Bagels” can be a perfect duo for an early morning book club.

10. Financially Support School Libraries. In an era of tightening budgets, the school library/media center needs to continue receiving financial support. While classroom libraries are vitally important to a balanced literacy program, media centers are as well. Each serves a distinctly different purpose in supporting readers. And, media centers should be staffed by licensed librarians who are experts in both children’s literature and how to build and maintain a high-quality collection that supports independent reading, research, and instruction.

11. Collaborate with the Local Library. Work with the local library to learn about and support their programs, services, and resources for students. Invite them into your school so students can easily obtain a library card and learn about how the public library can support their reading and research needs.

12. Provide Opportunities for Summer Reading. The summer reading slide is real. Schools can play an important role in providing opportunities so that students read over the summer. Ranging from giving away books to providing summer library hours, there are many ways that schools can support independent reading during the summer months.

13. Support Author Visits. Students need to learn about how writers get their ideas and turn those ideas into books. Author visits help make those connections visible for students. If your budget is tight, work with a local library or another school district to help financially sponsor an author visit.

14. Sponsor a Young Author Conference. Along with author visits, a “young author” conference provides a venue for readers to showcase their writing. Some schools invite an author and illustrator while showcasing student books. It’s a perfect opportunity to connect reading, writing, and illustrating. And, parents and community members can share in the celebration of literacy.

15. Read what Students are Reading. Creating a culture of reading includes teachers, too. Students need to read, and so do you. As classroom teachers and librarians, it’s important to help students find books that grab their attention and interest them. One of the best ways to accomplish this is to keep your book knowledge current. It’s not easy keeping current with new books in children’s and young adult literature; however, there are many excellent book lists, reviews, websites, and blogs to steer you in the right direction. Students will benefit from your first-hand knowledge of books.

16. Host a Read-In. A combination of books, pizza, and pajamas party can be lots of fun! Be inventive. Invite parents, community members, and sports figures to be mystery readers read each hour. Wrap up new books and unveil them during the read-in. Invite a local author. A fun way to liven up reading.

17. Solicit Donations from Local Book Stores. In a day of tightening budgets, building classroom libraries can be a financial strain on schools and individual teachers. Local bookstores such as Half-Price Books often willingly donate books to schools. It can be a cost-effective way to build classroom collections of books to support students.

18. Share Books through Book Talks. Readers need to share books with one another. Book Talks are a perfect way for teachers and students to share books with one another.

19. Create a Read box to Promote School-wide Reading. A new display can do wonders to highlight favorite books, new releases, and best-loved authors. The ‘read box’ is, of course, a play-off of ‘red box.’ It’s a creative way to display books, create interest, and support reading choice. Another possibility? A movie poster (using a **movie poster template**) but for books.

20. Host Reading-Related Events at School. Many schools host Scholastic Book events as a way to promote reading and to bring affordable books into the hands of readers. How about coupling the book event with a school play since many parents will be visiting your school? Or, host a “Book Blast and Bar-B-Que” as Regional School District No. 6 in Connecticut recently did. According to Language Arts Coordinator Tracy Keilty [@TraKeilty](#), the “Book Blast & Bar-B-Que” event recognizes K-8 students for the volume of reading completed over the summer as part of the Connecticut Governor’s Reading Challenge. Superintendent Ed Drapp [@edrapp](#) joins in on the fun (see image) as parents, students, and community members eat, dance, and celebrate reading! The name alone makes me want to join the reading celebration.

21. Create Video Book Commercials. Creating videos is easier than ever and people love to do it. Have students, teachers, staff, and community members create book commercials promoting a favorite book or author. Display them on your school website or on a dedicated page for the library. If you have morning announcements through a production system, you could feature live book commercials or show recent entries.

22. Create Attractive Displays of Books. Feature attractive book displays throughout your school. Create book displays in likely and unlikely places such as the front office, principal’s office, in classrooms, labs, display cases, and the school library.

23. Encourage Students & Teachers to Write Book Reviews. Readers need to share books with each other in the form of book reviews. Experiment with the form. For example, short book reviews or snippets can be featured on a series of bookmarks. Longer book reviews can be displayed in the school library or classroom library or hosted online.

24. Partner with Parents. Schools can do their part to support and encourage reading; however, parents play a key role as well. Support parents by informing them of school library hours and resources available at the school and public library.

25. Host a Mystery Check-Out Day. Create a little mystery around books. Wrap selected books in brown paper and encourage students to check out a mystery book. After they check the book, they can unwrap it to reveal their selection. Mystery selections can encourage students – in a fun way – to venture further and try a new genre, author, or series.

Literacy Resources currently being used in Goodrich ISD

Goodrich Elementary

Pre-K:

Frog Street

<http://www.frogstreet.com/>

Pre-K – 3rd:

Heggerty Phonemic Awareness Curriculum

<https://www.heggerty.org/>

Kindergarten:

Texas Wonders – McGraw Hill

<https://www.mheducation.com/prek-12/explore/states/texas/wonders.html>

Waterford:

<https://www.waterford.org/>

Scholastic (Let's Find Out) – Reading Comprehension

<https://letsfindout.scholastic.com/>

Pre-K through 5th Grade:

IStation

<https://www.istation.com/>

Goodrich Middle School

STAAR Released Tests:

[https://tea.texas.gov/Student Testing and Accountability/Testing/State of Texas Assessments of Academic Readiness/STAAR Released Test Questions](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness/STAAR_Released_Test_Questions)

News ELA (Newsela):

<https://newsela.com/>

No Red Ink:

<https://www.noredink.com/>

Ereading Online Tests:

<https://www.ereadingworksheets.com/e-reading-worksheets/online-reading-tests/>

6th through 8th Grade:

IStation

<https://www.istation.com/>

Goodrich High School

No Red Ink:

<https://www.noredink.com/>

IXL:

<https://www.ixl.com/>

ReadWorks:

<https://www.readworks.org/>

Pearson:

http://www.phschool.com/language_arts/

Goodrich ISD Curriculum Platforms

TEKS Resource System:

<https://www.teksresourcesystem.net/module/profile/Account/LogOn>

TEEx Guide:

<https://sites.google.com/a/esc13.net/guides/>

Implementing TEKS Resources:

<https://implementingteksrs.com/>

Texas Gateway:

<https://www.texasgateway.org/>

DMAC:

<https://apps.dmac-solutions.net/user/>

District Wide Initiatives that Promote Literacy

Istation

<https://www.istation.com/>

Nationally normed Istation's Indicators of Progress (ISIP™) measure student growth in math and reading with engaging, computer-adaptive diagnostic and screening programs.

IXL

<https://www.ixl.com/>

Overview: Gain fluency and confidence in math, reading, science, social studies, etc.! IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards.

Accelerated Reader (AR)

Website Link:

<https://www.renaissance.com/products/accelerated-reader/>

Overview: Motivate, monitor, and manage students' independent reading practice with Accelerated Reader and watch as students develop a true love for reading.

Writing Across the Curriculum

Website Links/Resource Documents:

<https://wac.colostate.edu/resources/wac/intro/>

<https://www.weareteachers.com/writing-across-the-curriculum-what-how-and-why/>

[Writing Across the Curriculum Document](#)

Overview: Writing is not simply a process of developing an essay. Writing Across the Curriculum is an effort to use writing to demonstrate knowledge and understanding. At times, using Writing to Learn can show a disconnect in a student's understanding of a concept. Writing can also show a student's mastery of a concept. Specific strategies can be used to help students understand, retain, master, and synthesize learning.

Writing Portfolios

<https://jenniferfindley.com/writing-portfolios/>

<https://k12.thoughtfullearning.com/teachersguide/writing-spot-assessment/student-conferences-and-writing-portfolios>

Overview: In Reading Language Arts, a writing portfolio is a collection of student writing (in print or electronic form) that's intended to demonstrate the writer's development over the course of one or more academic terms.

Drop Everything and Read (D.E.A.R.)

<http://www.dropeverythingandread.com/>

Overview: A daily DEAR program (Drop Everything and Read) provides students with much more than a just-sit-there-and-read experience. It gives the teacher a structured time to touch base with each student over a period of time, assess progress, and target instruction. Even more important, it gives students time to read what they want to read, share what they've read, and receive the support they need for further reading explorations and reflections.

Daily Oral Language (DOL)

[DOL Sample Guide](#)

Overview: Make sure students use their skills, not lose them, with a daily dose of oral language! Daily Oral Language is a comprehensive guide for 4th, 5th and high school English teachers to prepare readers and writers with grammar, editing, and vocabulary skills and familiarize students with standardized test-taking practices.

Zaner-Bloser: Grammar, Usage, and Mechanics:

<https://www.zaner-bloser.com/grammar/grammar-usage-mechanics/materials.php>

<https://my.zaner-bloser.com/portal/login>

Overview: Over the past century-plus, Zaner- Bloser has perfected its approach to teaching handwriting while expanding their library of literacy solutions. They have developed programs like Word Wisdom, Spelling, Connections, Grammar, Usage, and Mechanics, and Strategies for Writers with subject-area author/experts.

Everyday Edits

<https://www.educationworld.com/alesson/archives/edit.shtml>

Overview: Use Every-Day Edits to build language skills, test scores, and cultural literacy with students in grades 4 and above.

Step Up to Writing

<https://www.voyagersopris.com/literacy/step-up-to-writing/overview>

Overview: Thoughtful, well-crafted compositions in the three text types and dozens of genres. Increase scores on high-stakes assessments. Proficiency in writing across content areas. Confident, articulate presenters and persuaders. Effective collaborators. These are the characteristics of students who use Step Up to Writing. SUTW helps students unlock the power of the written word with this flexible and comprehensive writing solution. Equally straightforward as a comprehensive or supplemental solution, Step Up to Writing's ten sections offer unprecedented breadth and depth of content. Teach these in your own customized sequence or follow and adapt our detailed implementation plans.

Knowledge

Recall /*regurgitate* facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Comprehension

To show understanding *finding information* from the *text*. Demonstrating basic understanding of facts and ideas.

Application

To *use* in a *new situation*. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Analysis

To *examine* in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Synthesis

To *change* or *create* into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Evaluation

To *justify*. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:			Key words:			Key words:			Key words:			Key words:			Key words:		
Choose	Observe	Show	Ask	Extend	Outline	Act	Employ	Practice	Analyse	Examine	Prioritize	Adapt	Estimate	Plan	Agree	Disprove	Measure
Copy	Omit	Spell	Cite	Generalise	Predict	Administer	Experiment	Relate	Appraise	Find	Question	Add to	Experiment	Predict	Appraise	Dispute	Opinion
Define	Quote	State	Classify	Give examples	Purpose	Apply	with	Represent	Arrange	Focus	Rank	Build	Extend	Produce	Argue	Effective	Perceive
Duplicate	Read	Tell	Compare	Illustrate	Relate	Associate	Group	Select	Assumption	Function	Reason	Change	Formulate	Propose	Assess	Estimate	Persuade
Find	Recall	Trace	Contrast	illustrate	Rephrase	Build	Identify	Show	Breakdown	Group	Relationships	Choose	Happen	Reframe	Award	Evaluate	Prioritise
How	Recite	What	Demonstrate	Indicate	Report	Calculate	Illustrate	Simulate	Categorise	Highlight	Reorganise	Combine	Hypothesise	Revise	Bad	Explain	Prove
Identify	Recognise	When	Discuss	Infer	Restate	Categorise	Interpret	Solve	Cause and effect	In-depth discussion	Research	Compile	Imagine	Rewrite	Choose	Give reasons	Rate
Label	Record	Where	Estimate	Interpret	Review	Choose	Interview	Summarise	Choose	Inference	See	Compose	Improve	Simplify	Compare	Good	Recommend
List	Relate	Which	Explain	Match	Show	Classify	Link	Teach	Classify	Inspect	Select	Construct	Innovate	Solve	Conclude	Grade	Rule on
Listen	Remember	Who	Express	Observe	Summarise	Connect	Make use of	Transfer	Differences	Investigate	Separate	Convert	Integrate	Speculate	Consider	How do we know?	Select
Locate	Repeat	Why			Translate	Construct	Manipulate	Translate	Discover	Isolate	Similar to	Create	Invent	Substitute	Convince	Importance	Support
Match	Reproduce	Write				Correlation	Model	Use	Discriminate	List	Simplify	Delete	Make up	Suppose	Criteria	Infer	Test
Memorise	Retell					Demonstrate	Organise		Dissect	Motive	Survey	Design	Maximise	Tabulate	Criticise	Influence	Useful
Name	Select					Develop	Perform		Distinction	Omit	Take part in	Develop	Minimise	Test	Debate	Interpret	Validate
						Dramatise	Plan		Distinguish	Order	Test for	Devise	Model	Theorise	Decide	Judge	Value
									Divide	Organise	Theme	Discover	Modify	Think	Deduct	Justify	Why
									Establish	Point out	Comparing	Elaborate	Originate	Visualise	Defend	Mark	

Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:
Describing	Definition	Classifying	Collection	Carrying out	Demonstration	Attributing	Abstract	Constructing	Advertisement	Attributing	Abstract
Finding	Fact	Comparing	Examples	Executing	Diary	Deconstructing	Chart	Designing	Film	Checking	Chart
Identifying	Label	Exemplifying	Explanation	Implementing	Illustrations	Integrating	Checklist	Devising	Media product	Deconstructing	Checklist
Listing	List	Explaining	Label	Using	Interview	Organising	Database	Inventing	New game	Integrating	Database
Locating	Quiz	Inferring	List		Journal	Outlining	Graph	Making	Painting	Organising	Graph
Naming	Reproduction	Interpreting	Outline		Performance	Structuring	Mobile	Planning	Plan	Outlining	Mobile
Recognising	Test	Paraphrasing	Quiz		Presentation		Report	Producing	Project	Structuring	Report
Retrieving	Workbook	Summarising	Show and tell		Sculpture		Spread sheet		Song		Spread sheet
	Worksheet		Summary		Simulation		Survey		Story		Survey

Questions:	Questions:	Questions:	Questions:	Questions:	Questions:
Can you list three ...?	Can you explain what is happening . . . what is meant . . .?	How would you use...?	What are the parts or features of ...?	What changes would you make to solve...?	Do you agree with the actions/outcomes...?
Can you recall ...?	How would you classify the type of ...?	What examples can you find to ...?	How is _____ related to ...?	How would you improve ...?	What is your opinion of...?
Can you select ...?	How would you compare ...?contrast ...?	How would you solve _____ using what you have learned ...?	Why do you think ...?	What would happen if...?	How would you prove/disprove...?
How did _____ happen?	How would you rephrase the meaning ...?	How would you organise _____ to show ...?	What is the theme ...?	Can you elaborate on the reason...?	Can you assess the value/importance of...?
How is ...?	How would you summarise ...?	How would you show your understanding of ...?	What motive is there ...?	Can you propose an alternative...?	Would it be better if...?
How would you describe ...?	What can you say about ...?	What approach would you use to...?	Can you list the parts ...?	Can you invent...?	Why did they (the character) choose...?
How would you explain ...?	What facts or ideas show ...?	How would you apply what you learned to develop ...?	What inference can you make ...?	How would you adapt _____ to create a different...?	What would you recommend...?
How would you show ...?	What is the main idea of ...?	What other way would you plan to ...?	How would you classify ...?	How could you change (modify) the plot (plan)...?	How would you rate the...?
What is ...?	Which is the best answer ...?	What would result if ...?	How would you categorise ...?	What could be done to minimise (maximise)...?	What would you cite to defend the actions...?
When did ...?	Which statements support ...?	Can you make use of the facts to ...?	Can you identify the difference parts ...?	What way would you design...?	How would you evaluate ...?
When did _____ happen?	Will you state or interpret in your own words ...?	What elements would you choose to change ...?	What evidence can you find ...?	Suppose you could _____ what would you do...?	How could you determine...?
Where is . . . ?		What facts would you select to show ...?	What is the relationship between ...?	How would you test...?	What choice would you have made...?
Which one ...?		What questions would you ask in an interview with ...?	Can you make a distinction between ...?	Can you formulate a theory for...?	What would you select...?
Who was ...?			What is the function of ...?	Can you predict the outcome if...?	How would you prioritise...?
Who were the main . . . ?			What ideas justify ...?	How would you estimate the results for...?	What judgement would you make about...?
Why did ...?				What facts can you compile...?	Based on what you know, how would you explain...?
				Can you construct a model that would change...?	What information would you use to support the view...?
				Can you think of an original way for the ...?	How would you justify...?
					What data was used to make the conclusion...?

DEAR

(Drop Everything And Read)

What is DEAR?

Drop Everything And Read time, better known as DEAR time, is a time regularly set aside in the classroom schedule **for both students and their teachers** to "drop everything and read." DEAR time conveniently accommodates a variety of student interests and ability levels, since each student selects for himself/herself the book(s) he/she wishes to read.

DEAR is **not intended to be a substitute for other language arts instruction** – DEAR supplements the regular reading program by encouraging independent reading, but it does not replace guided reading.

DEAR is an important part of the daily/weekly classroom schedule. It is scheduled for the same time each day or week, thus students recognize that DEAR time is a priority and can look forward to this special period.

When DEAR becomes a regular part of the classroom schedule, each student should bring a book from home or select a book from the library before DEAR time begins. When DEAR time arrives, every student should be prepared to immediately pull out a pre-selected book and begin to read.

Students must write recommendations for their books and post these in the DEAR binder so that other students may read the book reviews. This will help current and future students in their book selections.

Guidelines:

- All students will be required to read **one DEAR book per six-week grading period**.
- You will be given time in class to read your DEAR book; therefore, there will be no reason that you cannot finish your book in the allotted time frame.
- **You will be required to write a book review after each DEAR book you read.** I will collect your review and place it in a binder by my desk. All students will be permitted to look through the binder because it could possibly assist you when you are looking for a new DEAR book to read. I will distribute a handout at a later time that outlines the requirements for your DEAR book review.
- You will receive bonus points for reading more than one DEAR book in your allotted time frame and writing an extra DEAR book review. Remember that your bonus points can improve your grade by three percentage points – so read, read, read! ☺
- **I must approve all DEAR books.** Make sure your book is school appropriate!
- You may choose to change your DEAR book at any time. If you begin reading a book and decide that you do not like it, you are not stuck with that book.
- You may bring a book from home or sign a book out from the library if you cannot find a book to use from home. Be sure that the book you choose is one that you ENJOY! Remember, you are going to have to read it often, so it better be a book that you like to read. **You are not permitted to read magazines, newspapers, or any novels or stories that we will be reading in current or future class lessons.**
- **You will be required to bring your DEAR book on a daily basis**, as I will allot time in class for you to read. If you forget your DEAR book, you will still be required to read during DEAR reading time, and I will supply a book for you.
- If you finish reading your DEAR book, you must write your review, which I will give you time to do in class. Then, you will be required to begin reading another DEAR book. **This is not an optional activity!** You will have to read during DEAR time, or I will supply a book for you to read. If you do not participate, you will lose all of your participation points.
- DEAR time is for reading your DEAR book, not sleeping, writing or trying to make up missed homework!
- I will permit you to keep your book in my room on the bookshelf. You will not be required to do this, but it may help you so that you do not forget your book. However, if you choose to leave your book in my room, I will not be held responsible for any lost or stolen books. You must also get my permission before you leave any items in my room or to remove any items from my room!
- **Plagiarized writing is unacceptable!**

Portrait of a Goodrich I.S.D. Graduate

"A proper education opens the doors to endless possibilities"

"



Student Characteristics:

- **Driven:** Dedicated and determined for educational success and achievement
 - **Understanding:** Knowledgeable of our role in the world as productive citizens
- **Optimistic:** Not afraid to try new things or implement creative & innovative ideas
- **Poised:** Confident, Resilient, and Unwavering in all of our educational endeavors
 - **Ethical Decision Makers:** Uses good judgment and demonstrates self-discipline
 - **Risk Takers:** Puts everything on the line and persists through challenges and obstacles
- **Flexible:** We can stand firm for what we need, but we also know when to sit down and listen
 - **Steadfast:** Diligently work towards accomplishing our life-long goals
 - **Humble:** Servant leaders who willingly and eagerly aspire to serve others
 - **Family Oriented:** We treat friends as family

Goodrich I.S.D. graduates are unyielding in their pursuit for knowledge and educational merit as a means to...create solutions to complex problems/dilemmas, collaborate meaningfully with others, drive innovation & creativity within their world, discover their unique talents, strengths & gifts, ignite their passions, embrace humanity, appreciate diversity, approach all opportunities and challenges with determination and resilience, achieve a life of success & achievement, balance, and purpose through righteously pursuing their life-long goals.

Post-Secondary Readiness and Success: Goodrich ISD's goal is to equip all students with the core knowledge, tools, strategies, and skills necessary for college and career success.

Technical, Vocational, or Business School Certificate, Military Training Two-Year Degree Four-Year Degree

Graduation is not the ending, but the beginning...

Knowledge & Skills:

A Goodrich ISD Graduate is:

- ...profoundly prepared for success in post-secondary settings.
- ...a critical, analytical, and independent thinker who uses effective learning techniques to acquire and apply new knowledge & skills to solve complex problems
- ...technologically savvy who uses technology in a knowledgeable and ethical manner
- ...a college ready learner who is able to demonstrate high levels of performance and achievement on a variety of assessments
- ...a highly proficient reader and a skilled communicator across multiple mediums
- ...a skilled mathematician who is inquisitive, has a strong number sense, thinks logically, and displays mathematical thinking & a keen awareness for quantitative information

Attitude & Work Ethic:

A Goodrich ISD Graduate will:

- ...recognize that the learning process is a lifelong journey
- ...lead with a sense of urgency, take initiative, and show empathy for others
- ...acquire a solid foundation in all core academic areas
- ...further his/her development by participating in extra-curricular activities
- ...accept responsibility for his/her own actions
- ...persevere and remain resilient and steadfast when faced with obstacles and adversity
- ...exhibit honesty, integrity, and trustworthiness
- ...demonstrate prioritization and organizational skills
- ...possess grit, self-confidence, and a sense of humor

Leadership & Community:

A Goodrich ISD Graduate can:

- ...actively participate in efforts to preserve the environment for future generations
- ...recognize and respond to societal needs
- ...embrace and nurture a sense of permanence and belonging in oneself and others
- ...proactively contribute and work in partnership with others from diverse backgrounds by sharing ideas, suggestions, and through hard work to accomplish goals
- ...work toward reaching consensus and discuss/negotiate appropriate solutions, and utilize conflict resolution techniques and strategies

Giving you our best, so you can be your best...

Portrait of a Goodrich ISD Teacher



Teachers are Professionals, Committed to Students and Their Learning

- Teachers act on the belief that all students can learn
- Teachers exhibit respect for students and recognize their differences
- Teachers use a variety of instructional strategies to make learning accessible to all students
- Teachers adapt instruction in response to student needs through analysis and use of data
- Teachers are responsive to the intellectual and affective needs of their students.

Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

- Teachers exhibit a strong working knowledge of subject matter by staying abreast of current research and educational practices
- Teachers facilitate the linking of concepts in their content area to familiar ideas, to prior experiences and to other content areas
- Teachers guide students to construct knowledge through experiences, discussions and technology
- Teachers encourage students to work cooperatively and independently in a positive and stimulating learning climate
- Teachers assist students in developing critical and analytical skill
- Teachers emphasize real-world applications in their instructional practice.

Teachers are Members of Learning Communities

Teachers work collaboratively with and learn from other professionals

- Teachers adhere to the learning goals and objectives established by state and local authorities
- Teachers attend to issues of curricular alignment and integration
- Teachers contribute to school-wide improvements and participate in decision-making processes
- Teachers participate in professional development to refine instructional practice.

Teachers are Responsible for Managing and Monitoring Student Learning

- Teachers hold high expectations for every student
- Teachers act as facilitators, assisting students and reaching individual goals
- Teachers engage students in active learning
- Teachers consistently and purposely use formal and informal assessments to monitor student progress and make instructional decisions
- Teachers approach classroom management as a process of establishing an effective learning environment.

Teachers in Goodrich ISD hold themselves to the highest standards of professionalism. They continue to study, reflect, and grow in an effort to MEET the individual educational needs of each student in our diverse school community.

10 Sections. 13 Grades. All Content Areas.

Building confident, skilled writers at all levels.

Thoughtful, well-crafted compositions in the three text types and dozens of genres. Increased scores on high-stakes assessments. Proficiency in writing across the content areas. Confident, articulate presenters and persuaders. Effective collaborators. These are the characteristics of students who use **Step Up to Writing**. Help your students unlock the power of the written word with this flexible and comprehensive writing solution. Equally straightforward as a comprehensive or supplemental solution, **Step Up to Writing's** ten sections offer unprecedented breadth and depth of content. Teach these in your own customized sequence or follow and adapt our detailed implementation plans.

FOUNDATIONAL SKILLS

Introduce writing and continue to incorporate strategies as needed when teaching text types and application.

1
Writing
to Improve Reading
Comprehension

2
Foundational Writing
Skills

3
Vocabulary
Acquisition
and Use

TEXT TYPES AND APPLICATION

Deep instruction on the text types and authentic application of modern skills.

4
Informative/
Explanatory
Writing

5
Opinion/
Argument
Writing

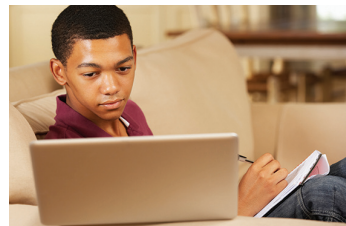
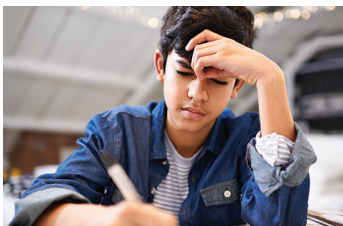
6
Narrative Writing

7
Research Reports

8
Speaking
and Listening

9
Writing for
Assessments

10
Writing in
Content Areas



Classroom-proven reading and listening exercises teach students to **respond to what they read in content areas through writing**.



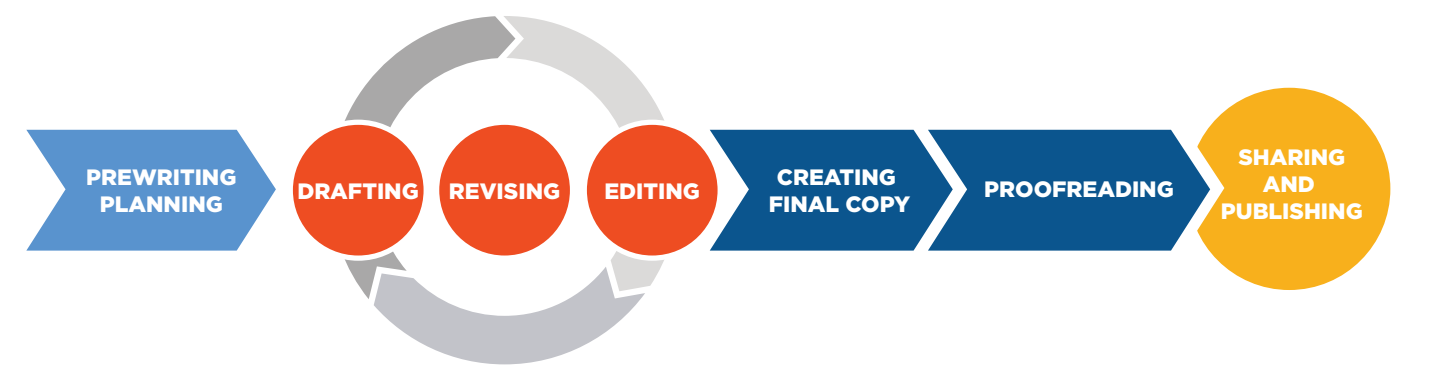
Collaboration and Discussion skills are explicitly taught. Students develop new skills in listening, constructive feedback, peer review, group discussions, and presentations.



Students learn to locate information, evaluate sources, and build rich multimedia works. **Step Up to Writing** works through devices and systems **you already have in place**.

Strategies and Step by Step Instruction for the Complete Writing Process

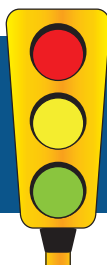
Step Up to Writing helps students understand the importance of each step of the writing process. Beginning writers explicitly learn and practice each phase of the writing process. As students become more advanced writers, they move back and forth between the phases, and the process becomes more fluid and automatic.



Comprehensive Instruction in the Three Types of Writing: Informative/Explanatory, Opinion/Argument, and Narrative

Step Up to Writing provides more than 450 strategies (Kindergarten through 12th grade) to explicitly teach the three types of writing students need to master in order to be prepared for college and career. A balance of explicit, systematic instruction and time spent producing works in each of the text types makes clear to students the differences between informative/explanatory, opinion/argument, and narrative writing and hones their skills in each.

STRUCTURE OF THE THREE TYPES OF WRITING							
INFORMATIVE/ EXPLANATORY		OPINION/ARGUMENT		NARRATIVE			
				Imaginative Narrative		Nonfiction Narrative	
Introduction	Topic Sentence/ Thesis Statement that previews what is to follow	Introduction	Topic Sentence/ Thesis Statement that makes a claim	Beginning	Context & Point of View • Narrator • Characters • Setting	Beginning	Context & Point of View • Background of the issue/situation • The writer's relationship to the issue/situation
Body	Key/Star Ideas (Big Ideas) • Transitions • Elaboration (e.g., facts, evidence, explanations, examples)	Body	Key/Star Ideas (Reasons for claim) • Transitions • Elaboration (e.g., evidence, explanations, examples)	Middle	Imagined Experiences/ Events Dialogue, pacing, and description Plot • Events • Conflict/problem • Climax	Middle	Real Experiences/ Events in a logical sequence (usually chronological)
Conclusion	Restatement of topic	Conclusion	Conclusion follows from and supports the claim	End	• Solution	End	Resolution and Reflection
No Secrets/Suspense		No Secrets/Suspense		Secrets/Suspense			



Students come to recognize the stoplight as a recurring reminder of the pattern of good writing: when to “go,” when to “slow down,” and when to “stop” and elaborate.

Support the Individuality of Each and Every Learner, Regardless of Age or Preparation

One size doesn't ever fit all. With this in mind, **Step Up to Writing** provides variation and differentiation based on student needs throughout all 1,100+ strategies that exist across the grade bands (K–2, 3–5, 6–8, and 9–12). Optional Craft and Style callouts within the strategies that teach the three major text types provide opportunities for additional depth and richness.

These students all need different things. *Step Up to Writing* provides them all.

GENERAL EDUCATION

- Strategies boost student writing to the next level
- Solid structure across the types of writing assignments
- Revision guidance
- Consistent strategies and multiple opportunities for practice



GIFTED & TALENTED

- Focus on organizing information strategically to increase written impact
- Writers learn to effectively articulate complex thoughts and content
- Students perceive shades of meaning within words



ENGLISH LANGUAGE LEARNERS

- Oral language development is encouraged
- Students develop an academic vocabulary
- Students stay actively involved
- Relating and organizing information is emphasized



AT-RISK & SPECIAL EDUCATION

- Strategies make abstract concepts concrete
- Guidance for better reading comprehension
- Use of multisensory approaches
- Confidence is built incrementally
- Organization and planning skills are emphasized



***Step Up to Writing* supports the “how to” behind the 6+1 traits... as well as the popular Writer’s Workshop format.**



Idea
Development



Organization



Word
Choice



Voice



Sentence
Fluency



Conventions

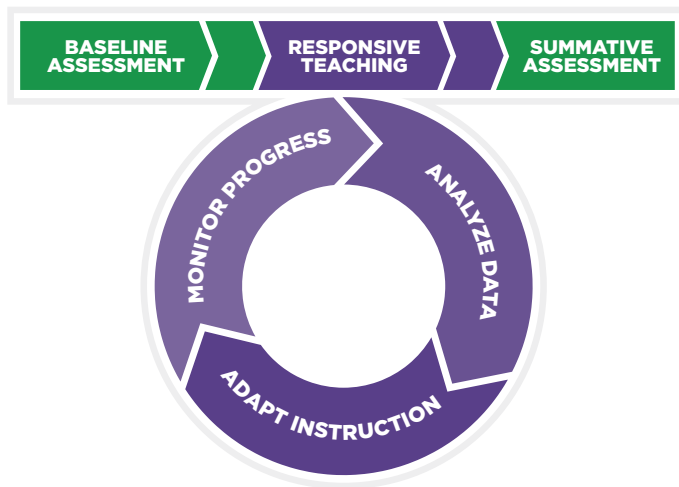


Presentations

With ***Step Up to Writing***, Your Finger is on the Pulse of How Your Students are Progressing

Don't break the cycle

Step Up to Writing provides rigorous baseline and summative assessments for each grade level and each type of writing. These assessments mirror performance tasks in rigorous high-stakes tests. In each three-part assessment, students read selections of authentic text on the same topic from different sources; answer multiple-choice comprehension questions; and write a short essay based on a prompt.



Before and After

Baseline and summative assessments measure progress in time and provide data to inform and adjust instruction.

Responsive Teaching

Data-tracking and progress-monitoring tools identify areas of strength and concern to support teachers in adapting instruction. Recommendations for differentiation appear within **every** strategy.

High standards, clear expectations for students

Step Up to Writing includes scoring guides (rubrics) and exemplars that provide students with clear direction on what they need to do to revise confidently and efficiently and to reach proficient and advanced levels in their writing. Scoring Guides match and reinforce the expectations in rigorous modern learning standards and high-stakes assessments. Specific strategies dedicated to the use of Scoring Guides ensure students understand the criteria against which their work is measured and have the skills to apply the rubrics constructively during peer review activities. Scoring Guides and Checklists:

- Set clear goals
- Save teachers time
- Support teacher-student conferences
- Serve as a tool for peer editing
- Support home-school connection

...while exemplars provide models of good writing.

Meaningful assessment

As expected, these assessments offer educators an invaluable window into student performance but what do they offer your students?

- **PRACTICE.**
Students who practice a modality of assessment perform better.
- **FAMILIARITY.**
Students know what to expect in high-stakes testing environments.
- **CONFIDENCE.**
Students are calm, cool, and collected when the big day comes.



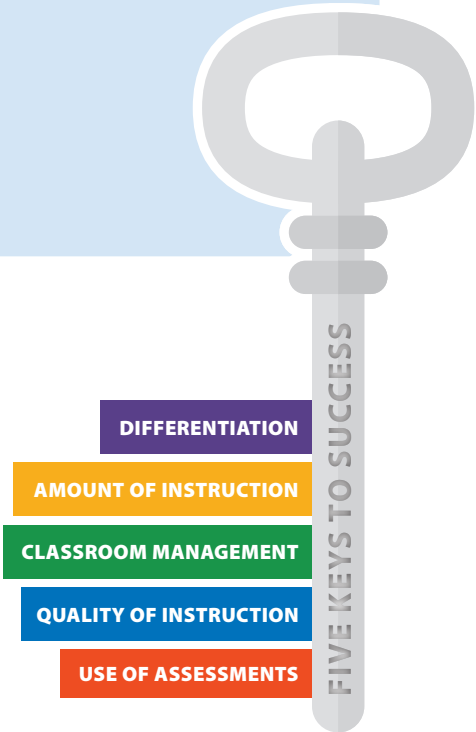
Implementation Options Adapt to Specific Needs

Step Up to Writing can be implemented in a single classroom, or across a school or district. The broader the implementation, the more powerful the strategies become, supporting vertical alignment across grade levels, horizontal alignment across content areas, and a common language of writing instruction.

HIGHEST BENEFIT	HIGHER BENEFIT	HIGH BENEFIT
DISTRICT	SCHOOL	CLASSROOM
<ul style="list-style-type: none"> Common expectations and language for writing instruction across all ELA and content area classrooms within a district Unhindered movement from grade to grade and school to school with no ramp-up time Clear strategies for all students across the district Clear methods and supports for teachers 	<ul style="list-style-type: none"> Common expectations and language for writing instruction across all ELA and content area classrooms within a school Unhindered movement from grade to grade within a school with no ramp-up time Clear strategies for all students across the site Clear methods and supports for teachers 	<ul style="list-style-type: none"> Clear strategies for all students in a class Clear methods for teachers

Our goal: utilize your skills as an educator to help students become better writers

Service does not come in a box; it must be built to meet the specific needs of districts, schools, administrators, and teachers. Firmly grounded in research, the Voyager Sopris Learning® approach stems from 30+ years of partnering with school districts and is built around the **“Five Keys to Success,”** which form the foundation for a personalized strategy for planning, training, and ongoing support.



Achieving results with unequalled training and support

Our team specializes in partnering with schools and districts to build custom **Step Up to Writing** implementation support plans—including planning, training, and ongoing support—to ensure all stakeholders are prepared to implement and sustain implementation. This is the model we use:



Visit www.voyagersopris.com/stepuptowriting to review training options and a comprehensive menu of services



NEW TEXAS READING ACADEMY

A HB3 Initiative from the 86th Legislative Session

STATUTE

- ALL K-3 classroom teachers and principals will attend a Reading Academy by 2021-2022.
**Rulemaking may occur to extend the deadline to include 2022-2023.*
- Candidates seeking certification after January 1, 2021 must pass the Science of Teaching Reading (STR) Exam.

INTENT

Investing in Teachers

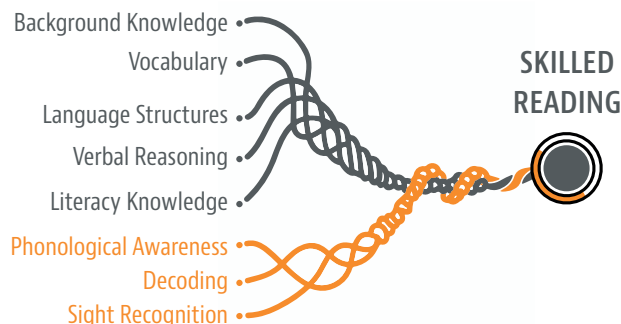
- Increase teacher agility
- Instill skills needed for personalized student learning
- Provide a clear relation between pedagogy and curriculum

Support TEA Strategic Priority #2

- All students reading on grade level by 3rd grade.

Academy's Scope

The new Reading Academy content is aligned with the previous Reading Academy scope, the Science of Teaching Reading (STR) competencies, and the TEKS. Scarborough's (2001) Reading Rope provides a visualization of the complex yet systematic instructional approach needed to develop skilled readers.



Three Reading Academy Options for Local Education Agencies (LEAs)



1 Pay Authorized Providers (AP)

- Comprehensive: \$3,000 per participant
- Blended: \$400 per participant



2 Enter into a Memorandum of Understanding (MOU) w/AP and Hire Your Own Cohort Leaders (CLs)

LEA costs: stipends or salaries of CLs
CLs will be one of the following:

- A Comprehensive Coach
 - \$12,000 fee to AP per CL
 - Up to 60 participants per cohort
 - 1 cohort per coach at a time
 - 40 coaching hours per week
- A Blended Facilitator
 - \$10,000 fee to AP per CL
 - Up to 100 participants per cohort
 - Up to 3 cohorts per coach
 - 12 coaching hours per week per cohort



3 Become an AP

LEA costs: salaries of all those charged with implementing the Reading Academy, including the salaries and/or stipends of the CLs

Less LEA Responsibility

More LEA Responsibility



Two Learning Modes for Academy Participants

Comprehensive Model

Blended Model

10 Face-to-Face Sessions	10 online modules
Completion of Competency Exercises	Must Show Proficiency in Competencies
Embedded Coaching	Embedded Online Coaching
Lesson plans housed on Canvas, the Learning Management System (LMS)	Lessons presented through Canvas. Facilitator guide available for CLs.



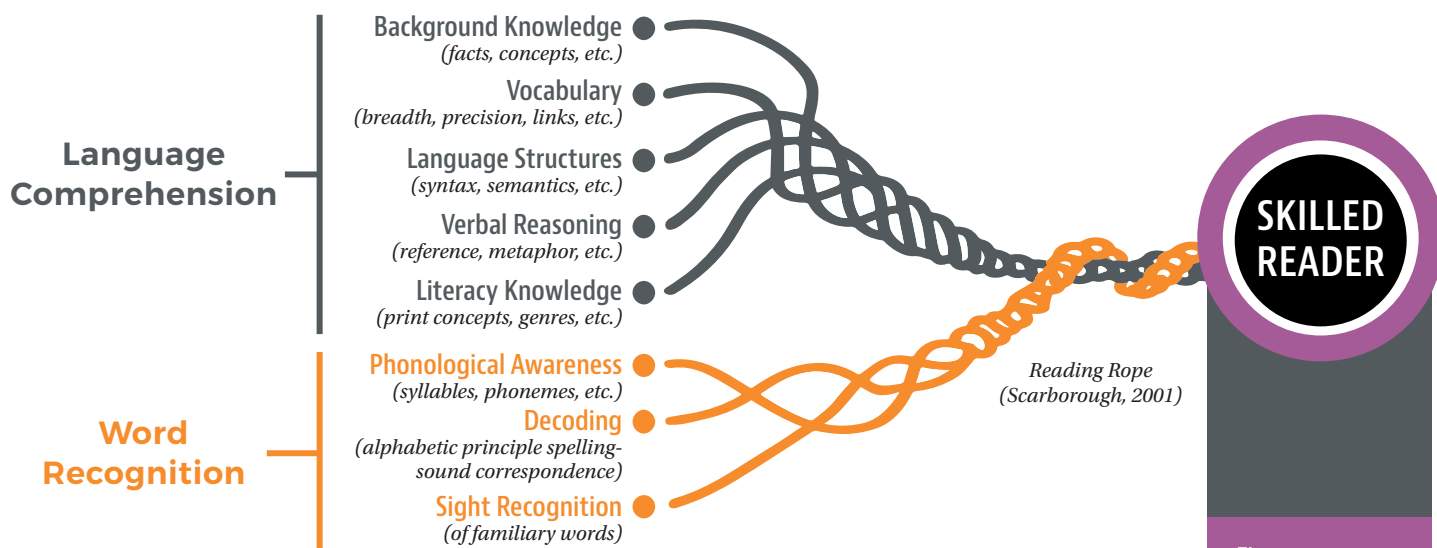
TEA Priority #2: Build a Foundation in Reading

GOAL

Every Texas student is reading on grade level by 3rd grade.

The **Science of Teaching** will be intentionally supported through statute and educational funding of professional development in the form of the Reading Academy.

WHAT DOES THAT LOOK LIKE?



HOW DO WE GET THERE?

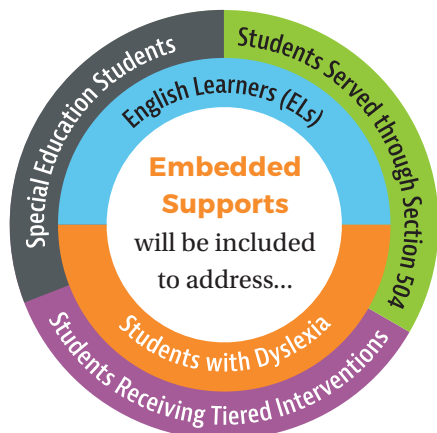
SCIENCE: Create Teacher Experts of Reading Pedagogy

- Skilled at interpreting the TEKS.
- Adept knowledge of the 8 strands of reading.

ART: Link Understanding of Pedagogy to Instructional Practices.

- Increased agility to identify and address student deficits, strengths, and learning needs.
- Effectively leverage current programs, curriculum, and resources to serve students.

Fluent execution and coordination of all strands within word recognition and language comprehension.



Scope of the Reading Academy will Include:

- Selecting, using, and analyzing data to inform instruction
- Tiered instructional supports
- Dyslexia and dysgraphia
- Literacy communities
- Oral language and vocabulary development
- Phonological awareness
- Alphabet knowledge and print concepts
- Handwriting
- Decoding, encoding, and word study
- Reading fluency
- Comprehension development
- Foundational Writing skills
- Composition

Cognitive Complexity: The Verbs of the TEKS

ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
Analyze	Analyze	Analyze	Analyze
Compare	Compare	Compare	Compare
Describe	Describe	Describe	Describe
Develop	Develop	Develop	Develop
Infer	Infer	Infer	Infer
Make	Make	Make	Make
Understand	Understand	Understand	Understand
Use	Use	Use	Use
	Apply	Apply	Apply
	Construct	Construct	Construct
Evaluate		Evaluate	Evaluate
Explain		Explain	Explain
	Express	Express	Express
	Identify	Identify	Identify
	Interpret	Interpret	Interpret
Organize	Organize	Organize	
	Predict	Predict	Predict
Recognize	Recognize	Recognize	
Relate	Relate		Relate
Summarize		Summarize	Summarize
Write	Write	Write and name	
		Categorize	Categorize
Contrast		Contrast	
Determine	Determine		
Differentiate		Differentiate	
Distinguish		Distinguish	
Formulate	Formulate		
	Generate	Generate	
	Investigate	Investigate	
	Know	Know	
Plan		Plan	

Color Key		Used in all 4 content areas
		Used in 3 content areas
		Used in 2 content areas

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:												
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;	(A) listen actively to interpret a message by summarizing, asking questions, and making comments;	(A) engage in meaningful and respectful discourse by listening, responding appropriately, and adjusting communication to audiences and purposes;	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax;	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;
(B) restate and follow oral directions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that include multiple action steps;	(B) follow and give oral instructions that include multiple action steps;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	(C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	(C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	(C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	(C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and

English Language Arts and Reading
K - 12 Vertical Alignment

Strand 1

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.	(D) engage in meaningful discourse and provide and accept constructive feedback from others.	(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.	(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.	(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.	(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	(E) develop social communication such as distinguishing between asking and telling.	(E) develop social communication such as conversing politely in all situations.
---	--	---	---

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(2)	(2)	(2)	(2)	(2)	(2)							
(A) demonstrate phonological awareness by:	(A) demonstrate phonological awareness by:	(A) demonstrate phonological awareness by:										
(i) identifying and producing rhyming words;	(i) producing a series of rhyming words;	(i) producing a series of rhyming words;										
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;											
(iii) identifying the individual words in a spoken sentence;												

English Language Arts and Reading
K - 12 Vertical Alignment

Strand 1

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(iv) identifying syllables in spoken words;	(iii) distinguishing between long and short vowel sounds in one-syllable words;	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;										
(v) blending syllables to form multisyllabic words;												
(vi) segmenting multisyllabic words into syllables;												
(vii) blending spoken onsets and rimes to form simple words;	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and										
(viii) blending spoken phonemes to form one-syllable words;	(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;											
(ix) manipulating syllables within a multisyllabic word; and	(vi) manipulating phonemes within base words; and	(iv) manipulating phonemes within base words;										
(x) segmenting spoken one-syllable words into individual phonemes;	(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;											
(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:						

English Language Arts and Reading
K - 12 Vertical Alignment

Strand 1

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(i) identifying and matching the common sounds that letters represent;	(i) decoding words in isolation and in context by applying common letter sound correspondences;	(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;							
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;	(ii) decoding words with silent letters such as knife and gnat;										
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;							
	(iv) using knowledge of base words to decode common compound words and contractions;	(iv) decoding compound words, contractions, and common abbreviations;	(iii) decoding compound words, contractions, and abbreviations;									
		(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	(iii) decoding words using advanced knowledge of syllable division patterns such as VV;	(iii) decoding words using advanced knowledge of syllable division patterns;							
	(v) decoding words with inflectional endings, including -ed, -s, and -es; and	(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	(v) decoding words using knowledge of prefixes;	(iv) decoding words using knowledge of prefixes;	(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and							

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
			(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	(v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and								
(iv) identifying and reading at least 25 high-frequency words from a research-based list;	(vi) identifying and reading at least 100 high-frequency words from a research-based list;	(vii) identifying and reading high-frequency words from a research-based list;	(vii) identifying and reading high-frequency words from a research-based list;	(vi) identifying and reading high-frequency words from a research-based list;	(v) identifying and reading high-frequency words from a research-based list;							
(C) demonstrate and apply spelling knowledge by:	(C) demonstrate and apply spelling knowledge by:	(C) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:							
(i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;							
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;	(ii) spelling words with silent letters such as knife and gnat;	(ii) spelling homophones;	(ii) spelling homophones;	(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;							
		(iii) spelling compound words, contractions, and common abbreviations;	(iii) spelling compound words, contractions, and abbreviations;									
(ii) spelling words using sound-spelling patterns; and	(iii) spelling words using sound-spelling patterns; and	(iv) spelling multisyllabic words with multiple sound-spelling patterns;	(iv) spelling multisyllabic words with multiple sound-spelling patterns;	(iii) spelling multisyllabic words with multiple sound-spelling patterns;	(iii) spelling multisyllabic words with multiple sound-spelling patterns;							

English Language Arts and Reading
K - 12 Vertical Alignment

Strand 1

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	(iv) spelling words using advanced knowledge of syllable division patterns;	(iv) spelling words using advanced knowledge of syllable division patterns;							
(iii) spelling high-frequency words from a research-based list;	(iv) spelling high-frequency words from a research-based list;	(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;	(vi) spelling words using knowledge of prefixes; and	(v) spelling words using knowledge of prefixes; and	(v) spelling words using knowledge of prefixes; and							
			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and							
(D) demonstrate print awareness by:	(D) demonstrate print awareness by identifying the information that different parts of a book provide;											
(i) identifying the front cover, back cover, and title page of a book;												
(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;												

English Language Arts and Reading
K - 12 Vertical Alignment

Strand 1

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
-----------------------	------------------	------------------	------------------	------------------	------------------	-------------------	-------------------	-------------------	---------------------	----------------------	-----------------------	----------------------

(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;

(iv) recognizing the difference between a letter and a printed word; and

(v) identifying all uppercase and lowercase letters; and

	(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and	(D) alphabetize a series of words and use a dictionary or glossary to find words; and	(C) alphabetize a series of words to the third letter; and									
--	---	---	--	--	--	--	--	--	--	--	--	--

(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	(C) write legibly in cursive to complete assignments.	(C) write legibly in cursive.							
---	---	--	--	---	-------------------------------	--	--	--	--	--	--	--

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:												
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(3)	(3)	(3)	(3)	(3)	(3)	(2)	(2)	(2)	(2)	(2)	(2)	(2)

(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use print or digital resources to determine meaning and pronunciation of unknown words;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	(A) use print or digital resources to clarify and validate multiple meanings of advanced vocabulary;	(A) use print or digital resources to clarify and validate multiple meanings of advanced vocabulary;
--	--	---	--	--	---	---	---	---	---	---	--	--

English Language Arts and Reading
K - 12 Vertical Alignment

Strand 1

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words or multiple-meaning words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words or multiple-meaning words;	(B) use context such as definition, analogy, and examples to clarify the meaning of words; and	(B) use context such as contrast or cause and effect to clarify the meaning of words; and	(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and	(B) analyze context to distinguish between the denotative and connotative meanings of words; and	(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words; and	(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and	(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and
	(C) identify the meaning of words with the affixes -s, -ed, and -ing; and	(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scribe/script, and jur/jus.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.	(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.	(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor.
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	(D) identify, use, and explain the meaning of homophones such as reign/rain.	(D) identify, use, and explain the meaning of adages and puns.							

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(4)	(4)	(4)	(4)	(4)	(4)	(3)	(3)	(3)				
	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) adjust fluency when reading grade-level text based on the reading purpose.	(A) adjust fluency when reading grade-level text based on the reading purpose.	(A) adjust fluency when reading grade-level text based on the reading purpose.				

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(4)	(5)	(5)	(5)	(5)	(5)	(4)	(4)	(4)	(3)	(3)	(3)	(3)
(A) self-select text and interact independently with text for increasing periods of time.	(A) self-select text and interact independently with text for increasing periods of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:												
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(5)	(6)	(6)	(6)	(6)	(6)	(5)	(5)	(5)	(4)	(4)	(4)	(4)
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	(A) establish purpose for reading assigned and self-selected texts with adult assistance;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected text;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) make and confirm predictions using text features and structures with adult assistance;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
(D) create mental images to deepen understanding with adult assistance;	(D) create mental images to deepen understanding with adult assistance;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;
(F) make inferences and use evidence to support understanding with adult assistance;	(F) make inferences and use evidence to support understanding with adult assistance;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;
(G) evaluate details to determine what is most important with adult assistance;	(G) evaluate details to determine what is most important with adult assistance;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to understand key ideas;	(G) evaluate details read to analyze key ideas;

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(H) synthesize information to create new understanding with adult assistance; and	(H) synthesize information to create new understanding with adult assistance; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information from two texts to create new understanding; and	(H) synthesize information from multiple texts to create new understanding; and	(H) synthesize information from a variety of text types to create new understanding; and	(H) synthesize information from a variety of text types to create new understanding; and
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:												
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(6)	(7)	(7)	(7)	(7)	(7)	(6)	(6)	(6)	(5)	(5)	(5)	(5)
(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;
(B) provide an oral, pictorial, or written response to a text;	(B) write brief comments on literary or informational texts;	(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;	(B) write a response to a literary or informational text that demonstrates an understanding of a text;	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;	(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;	(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;
(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence and original commentary to support a comprehensive response;	(C) use text evidence and original commentary to support an interpretive response;	(C) use text evidence and original commentary to support an analytic response;	(C) use text evidence and original commentary to support an evaluative response;
(D) retell texts in ways that maintain meaning;	(D) retell texts in ways that maintain meaning;	(D) retell and paraphrase texts in ways that maintain meaning and logical order;	(D) retell and paraphrase texts in ways that maintain meaning and logical order;	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;
(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate;	(F) respond using newly acquired vocabulary as appropriate;	(F) respond using newly acquired vocabulary as appropriate;	(F) respond using acquired content and academic vocabulary as appropriate;	(F) respond using acquired content and academic vocabulary as appropriate;	(F) respond using acquired content and academic vocabulary as appropriate;	(F) respond using acquired content and academic vocabulary as appropriate;
			(G) discuss specific ideas in the text that are important to the meaning.	(G) discuss specific ideas in the text that are important to the meaning.	(G) discuss specific ideas in the text that are important to the meaning.	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit and implicit meanings of text;	(G) discuss and write about the explicit and implicit meanings of text;

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
						(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;	(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice;
						(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented; and	(I) reflect on and adjust responses when valid evidence warrants; and	(I) reflect on and adjust responses when valid evidence warrants; and	(I) reflect on and adjust responses when valid evidence warrants; and	(I) reflect on and adjust responses when valid evidence warrants; and
								(J) defend or challenge the authors' claims using relevant text evidence.	(J) defend or challenge the authors' claims using relevant text evidence.	(J) defend or challenge the authors' claims using relevant text evidence.	(J) defend or challenge the authors' claims using relevant text evidence.	(J) defend or challenge the authors' claims using relevant text evidence.

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:												
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(7)	(8)	(8)	(8)	(8)	(8)	(7)	(7)	(7)	(6)	(6)	(6)	(6)
(A) discuss topics and determine the basic theme using text evidence with adult assistance;	(A) discuss topics and determine theme using text evidence with adult assistance;	(A) discuss topics and determine theme using text evidence with adult assistance;	(A) infer the theme of a work, distinguishing theme from topic;	(A) infer basic themes supported by text evidence;	(A) infer multiple themes within a text using text evidence;	(A) infer multiple themes within and across texts using text evidence;	(A) infer multiple themes within and across texts using text evidence;	(A) analyze how themes are developed through the interaction of characters and events;	(A) analyze how themes are developed through characterization and plot in a variety of literary texts;	(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;	(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;
(B) identify and describe the main character(s);	(B) describe the main character(s) and the reason(s) for their actions;	(B) describe the main character's (characters') internal and external traits;	(B) explain the relationships among the major and minor characters;	(B) explain the interactions of the characters and the changes they undergo;	(B) analyze the relationships of and conflicts among the characters;	(B) analyze how the characters' internal and external responses develop the plot;	(B) analyze how characters' qualities influence events and resolution of the conflict;	(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;	(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;	(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;
(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and	(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and	(C) analyze plot elements, including rising action, climax, falling action, and resolution; and	(C) analyze plot elements, including rising action, climax, falling action, and non-linear elements such as flashback; and	(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and	(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	(C) analyze isolated scenes and their contribution to the success of the plot as a whole; and	(C) evaluate how different literary elements shape the author's portrayal of the plot; and	(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and
(D) describe the setting.	(D) describe the setting.	(D) describe the importance of the setting.	(D) explain the influence of the setting on the plot.	(D) explain the influence of the setting, including historical and cultural settings, on the plot.	(D) analyze the influence of the setting, including historical and cultural settings, on the plot.	(D) analyze how the setting, including historical and cultural settings, influences character and plot development.	(D) analyze how the setting influences character and plot development.	(D) explain how the setting influences the values and beliefs of characters.	(D) analyze how the setting influences the theme.	(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts.	(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
(8)	(9)	(9)	(9)	(9)	(9)	(8)	(8)	(8)	(7)	(7)	(7)	(7)
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;	(A) read and respond to American, British, and world literature;	(A) read and analyze world literature across literary periods;	(A) read and analyze American literature across literary periods;	(A) read and analyze British literature across literary periods;
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	(B) explain visual patterns and structures in a variety of poems;	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;
(C) discuss main characters in drama;	(C) discuss elements of drama such as characters and setting;	(C) discuss elements of drama such as characters, dialogue, and setting;	(C) discuss elements of drama such as characters, dialogue, setting, and acts;	(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	(C) analyze how playwrights develop characters through dialogue and staging;	(C) analyze how playwrights develop characters through dialogue and staging;	(C) analyze how playwrights develop dramatic action through the use of acts and scenes;	(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	(C) analyze how the relationships among dramatic elements advance the plot;	(C) analyze and evaluate how the relationships among the dramatic elements advance the plot;
(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) analyze characteristics and structural elements of informational text, including:	(D) analyze characteristics and structural elements of informational text, including:	(D) analyze characteristics and structural elements of informational text, including:	(D) analyze characteristics and structural elements of informational texts such as:	(D) analyze characteristics and structural elements of informational texts such as:	(D) analyze characteristics and structural elements of informational texts such as:	(D) critique and evaluate characteristics and structural elements of informational texts such as:
(i) the central idea and supporting evidence with adult assistance;	(i) the central idea and supporting evidence with adult assistance;	(i) the central idea and supporting evidence with adult assistance;	(i) the central idea and supporting evidence;	(i) the central idea and supporting evidence;	(i) the central idea and supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	(i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and	(i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(ii) titles and simple graphics to gain information; and	(ii) features and simple graphics to locate or gain information; and	(ii) features and graphics to locate and gain information; and	(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	(ii) features such as pronunciation guides and diagrams to support understanding; and	(ii) features such as insets, timelines, and sidebars to support understanding; and	(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	(ii) features such as references or acknowledgements; and	(ii) features such as footnotes, endnotes, and citations; and				
(iii) the steps in a sequence with adult assistance;	(iii) organizational patterns such as chronological order and description with adult assistance;	(iii) organizational patterns such as chronological order and cause and effect stated explicitly;	(iii) organizational patterns such as cause and effect and problem and solution;	(iii) organizational patterns such as compare and contrast;	(iii) organizational patterns such as logical order and order of importance;	(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	(iii) organizational patterns that support multiple topics, categories, and subcategories;	(iii) multiple organizational patterns within a text to develop the thesis;	(ii) multiple organizational patterns within a text to develop the thesis;	(ii) the relationship between organizational design and thesis;	(ii) the relationship between organizational design and author's purpose;	(ii) the relationship between organizational design and author's purpose;
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics of persuasive text, including:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(E) analyze characteristics and structural elements of argumentative texts such as:	(E) analyze characteristics and structural elements of argumentative texts such as:	(E) analyze characteristics and structural elements of argumentative texts such as:	(E) critique and evaluate characteristics and structural elements of argumentative texts such as:
		(i) stating what the author is trying to persuade the reader to think or do; and	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim and analyzing the argument;	(i) clear arguable claim, appeals, and convincing conclusion;	(i) clear arguable claim, appeals, and convincing conclusion;	(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;	(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
		(ii) distinguishing facts from opinion; and	(ii) distinguishing facts from opinion; and	(ii) explaining how the author has used facts for an argument; and	(ii) explaining how the author has used facts for or against an argument; and	(ii) explaining how the author uses various types of evidence to support the argument;	(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	(ii) identifying and explaining the counter argument; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
			(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifiable audience or reader; and	(iii) identifiable audience or reader; and	(iii) identifiable audience or reader; and	(iii) identifiable audience or reader; and
(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze the effectiveness of characteristics of multimodal and digital texts.	(F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts.

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:												
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(9)	(10)	(10)	(10)	(10)	(10)	(9)	(9)	(9)	(8)	(8)	(8)	(8)
(A) discuss with adult assistance the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) analyze the author's purpose, audience, and message within a text;	(A) analyze the author's purpose, audience, and message within a text;	(A) analyze the author's purpose, audience, and message within a text;	(A) evaluate the author's purpose, audience, and message within a text;
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze use of text structure to achieve the author's purpose;	(B) analyze use of text structure to achieve the author's purpose;	(B) evaluate use of text structure to achieve the author's purpose;	(B) evaluate use of text structure to achieve the author's purpose;
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss the author's use of print and graphic features to achieve specific purposes;	(C) explain the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;
(D) discuss with adult assistance how the author uses words that help the reader visualize; and	(D) discuss how the author uses words that help the reader visualize; and	(D) discuss the use of descriptive, literal, and figurative language;	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;	(D) analyze how the author's use of language achieves specific purposes;	(D) analyze how the author's use of language informs and shapes the perception of readers;	(D) evaluate how the author's use of language informs and shapes the perception of readers;	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers;
(E) listen to and experience first- and third-person texts.	(E) listen to and experience first- and third-person texts.	(E) identify the use of first or third person in a text; and	(E) identify the use of literary devices, including first- or third-person point of view;	(E) identify and understand the use of literary devices, including first- or third-person point of view;	(E) identify and understand the use of literary devices, including first- or third-person point of view;	(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;	(E) identify the use of literary devices, including subjective and objective point of view;	(E) identify and analyze the use of literary devices, including multiple points of view and irony;	(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;	(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;	(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
			(F) discuss how the author's use of language contributes to voice; and	(F) discuss how the author's use of language contributes to voice; and	(F) examine how the author's use of language contributes to voice; and	(F) analyze how the author's use of language contributes to mood and voice; and	(F) analyze how the author's use of language contributes to mood, voice, and tone; and	(F) analyze how the author's use of language contributes to the mood, voice, and tone; and	(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
		(F) identify and explain the use of repetition.	(G) identify and explain the use of hyperbole.	(G) identify and explain the use of anecdote.	(G) explain the purpose of hyperbole, stereotyping, and anecdote.	(G) explain the differences between rhetorical devices and logical fallacies.	(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is												
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(10)	(11)	(11)	(11)	(11)	(11)	(10)	(10)	(10)	(9)	(9)	(9)	(9)
(A) plan by generating ideas for writing through class discussions and drawings;	(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;	(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
(B) develop drafts in oral, pictorial, or written form by organizing ideas;	(B) develop drafts in oral, pictorial, or written form by:	(B) develop drafts into a focused piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
	(i) organizing with structure; and	(i) organizing with structure; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) using an organizing structure appropriate to purpose, audience, topic, and context; and	(i) using an organizing structure appropriate to purpose, audience, topic, and context; and	(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and	(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and
	(ii) developing an idea with specific and relevant details;	(ii) developing an idea with specific and relevant details;	(ii) developing an engaging idea with relevant details;	(ii) developing an engaging idea with relevant details;	(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;
(C) revise drafts by adding details in pictures or words;	(C) revise drafts by adding details in pictures or words;	(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;	(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and	(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and
(i) complete sentences;	(i) complete sentences with subject-verb agreement;	(i) complete sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;		
(ii) verbs;	(ii) past and present verb tense;	(ii) past, present, and future verb tense;	(ii) past, present, and future verb tense;	(ii) past tense of irregular verbs;	(ii) past tense of irregular verbs;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;		
(iii) singular and plural nouns;	(iii) singular, plural, common, and proper nouns;	(iii) singular, plural, common, and proper nouns;	(iii) singular, plural, common, and proper nouns;	(iii) singular, plural, common, and proper nouns;	(iii) collective nouns;							
(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including their comparative and superlative forms;							
	(v) adverbs that convey time;	(v) adverbs that convey time and adverbs that convey place;	(v) adverbs that convey time and adverbs that convey manner;	(v) adverbs that convey frequency and adverbs that convey degree;	(v) conjunctive adverbs;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;					
(v) prepositions;	(vi) prepositions;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iii) prepositions and prepositional phrases and their influence on subject-verb agreement;				
(vi) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including reflexive;	(vii) pronouns, including indefinite;	(v) pronouns, including relative;	(v) pronoun-antecedent agreement;	(iv) pronoun-antecedent agreement;	(iii) pronoun-antecedent agreement;	(iii) pronoun-antecedent agreement;		
		(viii) coordinating conjunctions to form compound subjects and predicates;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	(viii) subordinating conjunctions to form complex sentences;	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;					

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(vii) capitalization of the first letter in a sentence and name;	(viii) capitalization for the beginning of sentences and the pronoun "I";	(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;	(ix) capitalization of official titles of people, holidays, and geographical names	(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;	(ix) capitalization of abbreviations, initials, acronyms, and organizations;	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;	(vii) correct capitalization;	(v) correct capitalization;	(iv) correct capitalization;	iv) correct capitalization;		
(viii) punctuation marks at the end of declarative sentences; and	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and	(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons; and	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and		
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(vi) correct spelling; and	(vi) correct spelling; and		
(E) share writing.	(E) publish and share writing.	(E) publish and share writing.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:												
(11)	(12)	(12)	(12)	(12)	(12)	(11)	(11)	(11)	(10)	(10)	(10)	(10)
(A) dictate or compose literary texts, including personal narratives; and	(A) dictate or compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;
(B) dictate or compose informational texts.	(B) dictate or compose informational texts, including procedural texts; and	(B) compose informational texts, including procedural texts and reports; and	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;
			(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft;	(C) compose argumentative texts using genre characteristics and craft;
	(C) dictate or compose correspondence such as thank you notes or letters.	(C) compose correspondence such as thank you notes or letters.	(D) compose correspondence such as thank you notes or letters.	(D) compose correspondence that requests information.	(D) compose correspondence that requests information.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence in a professional or friendly structure.	(D) compose correspondence in a professional or friendly structure.	(D) compose correspondence in a professional or friendly structure;	(D) compose correspondence in a professional or friendly structure;
											(E) compose literary analysis using genre characteristics and craft; and	(E) compose literary analysis using genre characteristics and craft; and
											(F) compose rhetorical analysis using genre characteristics and craft.	(F) compose rhetorical analysis using genre characteristics and craft.

Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:												
Kindergarten 110.2 (12)	Grade 1 110.3 (13)	Grade 2 110.4 (13)	Grade 3 110.5 (13)	Grade 4 110.6 (13)	Grade 5 110.7 (13)	Grade 6 110.22 (12)	Grade 7 110.23 (12)	Grade 8 110.24 (12)	English I 110.36 (11)	English II 110.37 (11)	English III 110.38 (11)	English IV 110.39 (11)
(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) develop questions for formal and informal inquiry;	(A) develop questions for formal and informal inquiry;	(A) develop questions for formal and informal inquiry;	(A) develop questions for formal and informal inquiry;
									(B) critique the research process at each step to implement changes as needs occur and are identified;	(B) critique the research process at each step to implement changes as needs occur and are identified;	(B) critique the research process at each step to implement changes as needs occur and are identified;	(B) critique the research process at each step to implement changes as needs occur and are identified;
(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and revise a plan;	(B) develop and revise a plan;	(B) develop and revise a plan;	(C) develop and revise a plan;	(C) develop and revise a plan;	(C) develop and revise a plan;	(C) develop and revise a plan;
						(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(D) modify the major research question as necessary to refocus the research plan;	(D) modify the major research question as necessary to refocus the research plan;	(D) modify the major research question as necessary to refocus the research plan;	(D) modify the major research question as necessary to refocus the research plan;
(C) gather information from a variety of sources with adult assistance;	(C) identify and gather relevant sources and information to answer the questions with adult assistance;	(C) identify and gather relevant sources and information to answer the questions;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(E) locate relevant sources;	(E) locate relevant sources;	(E) locate relevant sources;	(E) locate relevant sources;
		(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) understand credibility of primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;				
(D) demonstrate understanding of information gathered with adult assistance; and	(D) demonstrate understanding of information gathered with adult assistance; and	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;
			(F) recognize the difference between paraphrasing and plagiarism when using source materials;	(F) recognize the difference between paraphrasing and plagiarism when using source materials;	(F) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;				

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
						(H) examine sources for:	(H) examine sources for:	(H) examine sources for:	(G) examine sources for:	(G) examine sources for:	(G) examine sources for:	(G) examine sources for:
						(i) reliability, credibility, and bias; and	(i) reliability, credibility, and bias; and	(i) reliability, credibility, and bias, including omission; and	(i) credibility and bias, including omission; and	(i) credibility and bias, including omission; and	(i) credibility, bias, and accuracy; and	(i) credibility, bias, and accuracy; and
						(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;	(ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;	(ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;	(ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;	(ii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur;
		(F) cite sources appropriately; and	(G) create a works cited page; and	(G) develop a bibliography; and	(G) develop a bibliography; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	(H) display academic citations , including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.