

## GRADUATION PROFICIENCY

### GRADUATION PROFICIENCY #1:

#### READING LITERATURE

Students will read, comprehend, and analyze appropriately complex literary texts independently and proficiently.

[K - 6 Supporting Standards](#)

[7 - 12 Supporting Standards](#)

### GRADUATION PROFICIENCY #2:

#### READING INFORMATIONAL TEXT

Students will read, comprehend, and analyze appropriately complex informational texts independently and proficiently.

[K - 6 Supporting Standards](#)

[7 - 12 Supporting Standards](#)

### GRADUATION PROFICIENCY #3:

#### ARGUMENTATIVE WRITING

Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.

[K - 6 Supporting Standards](#)

[7 - 12 Supporting Standards](#)

### GRADUATION PROFICIENCY #4:

#### INFORMATIVE WRITING

Students will write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[K - 6 Supporting Standards](#)

[7 - 12 Supporting Standards](#)

### GRADUATION PROFICIENCY #5:

#### NARRATIVE WRITING

Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[K - 6 Supporting Standards](#)

[7 - 12 Supporting Standards](#)

### GRADUATION PROFICIENCY #6:

#### LANGUAGE

Students will build vocabulary knowledge and demonstrate command of the conventions of standard English grammar and usage.

[K - 12 Supporting Standards](#)

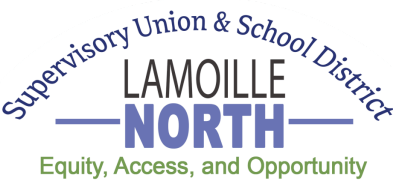
### GRADUATION PROFICIENCY #7:

#### SPEAKING & LISTENING

Students will effectively engage in collaborative discussions and present arguments and information in a clear and compelling way.

[K - 6 Supporting Standards](#)

[7 - 12 Supporting Standards](#)



#1 READING LITERATURE

Students will read, comprehend, and analyze appropriately complex literary texts independently and proficiently.

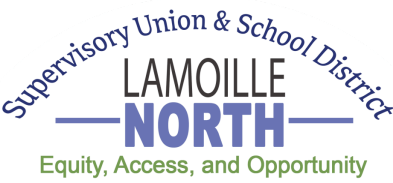
#1 SUPPORTING STANDARDS K - 6

Students will...

	K With Prompting and Support...	1	2	3	4	5	6
A	Ask and answer questions about the text. (RL K.1)	Ask and answer questions about key details in a text. (RL 1.1)	Identify key details in a text. (RL.2.1)	Understand key details in a text, referring directly to the text for answers. (RL 3.1)	Refer to details in a text when explaining what the text says explicitly and when drawing inferences. (RL 4.1)	Cite evidence from the text when explaining what the text says explicitly and when drawing inferences.	Cite textual evidence to support analysis of what the text says explicitly, and draw inferences from the text. (RL 6.1)
B	Retell familiar stories (RL K.2)	Retell stories, including key details, of the central message or lesson in the text. (RL 1.2)	Recount stories and determine a central message or lesson in the text. (RL.2.2)	Recount stories and explain the central message or lesson using key details in the text. (RL 3.2)	Determine a theme of a text; summarize the text. (RL 4.2)	Determine a theme from details in the text; provide a summary of the text.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL 6.2)
C	Identify characters, settings, and major events in a text. (RL K.3)	Describe characters, settings, and major events in a text, using key details. (RL 1.3)		Describe characters in a story and explain how their actions contribute to the sequence of events. (RL 3.3)	Describe in depth a character, setting or event drawing on specific details in the text. (RL 4.3)	Compare and contrast characters, settings, or events in the text.	Describe how a particular story unfolds in a series of events and how characters respond or change as the plot moves toward a resolution. (RL 6.3)



	K With Prompting and Support...	1	2	3	4	5	6
E		Identify who is telling the story at various points in a text. (RL 1.6)		Distinguish their own point of view from that of the narrator or those of the characters. (RL 3.6)		Describe how a narrator's or speaker's point of view influences the text. (RL.5.6)	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
G	Apply phonics and word analysis skills in decoding words. (RF K.3)	Know and apply phonics and word analysis skills in decoding words. (RF 1.3)	Apply phonemic awareness, phonics, and word analysis skills in decoding words. (RF.2.3)	Apply phonemic awareness, phonics, and word analysis skills in decoding multi syllable words. (RF.3.3)	Use letter-sound correspondences, syllable patterns, and morphology to read unfamiliar multisyllabic words. (RF.4.3A)	Use letter-sound correspondences, syllable patterns, and morphology to read unfamiliar multisyllabic words. (RF 5.3A)	
H		Read with sufficient accuracy and fluency to support comprehension.	Read with accuracy and fluency to support comprehension.	Read with accuracy and fluency to support comprehension.	Read with accuracy and fluency to support comprehension.	Read with accuracy and fluency to support comprehension.	



#1 READING LITERATURE

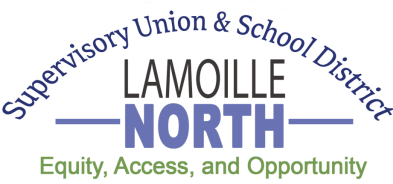
Students will read, comprehend, and analyze appropriately complex literary texts independently and proficiently.

#1 SUPPORTING STANDARDS 7 - 12

Students will...

	7	8	9-10	11 - 12
A	Cite textual evidence to support analysis of the text. (RL 7.1)	Cite relevant textual evidence to support analysis of the text. (RL.8.1)	Cite strong and thorough textual evidence to support analysis of the text. (RL 9-10.1)	Cite strong relevant textual evidence to support analysis of the text, including determining where the text leaves matters uncertain. (RL.11-12.1)
B	Analyze the development of a theme in the text; provide an objective summary.	Analyze the development of a theme or central idea in the text, including its relationship to character, setting, and plot; Provide an objective summary of the text.	Analyze the development of a theme or central idea in the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.	Analyze the development of multiple themes or central ideas in a text, including how they interact to produce a complex account; provide an objective summary of the text.
C	Analyze particular elements of a text. (RL 7.3)	Analyze particular lines of dialogue or text. (RL.8.3)	Analyze how complex characters develop, interact with other characters, and advance the plot or develop the theme. (RL 9-10.3)	Analyze how the author’s use of narrative technique(s) impacts the text. (RL.11-12.3)
D	Analyze how a text's form or structure contributes to its meaning. (RL 7.5)	Analyze different structures across multiple texts. (RL.8.5)	Analyze how an author’s choices to structure a text, order events, and manipulate time create narrative effects. (RL 9-10.5)	Analyze how an author’s choices contribute to the overall structure and meaning of the text. (RL.11-12.5)
E	Analyze and contrast how the points of view of different characters develop in a text. (RL 7.6)	Analyze how differences in the points of view of the character(s) and the audience create a specific effect. (RL.8.6)	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL 9-10.6)	Analyze how point of view helps the reader discern what is explicitly stated in a text in contrast with what is inferred. (RL.11-12.6)
F	Compare and contrast a fictional portrayal and a historical account of the same period to understand how authors use or alter history.	Analyze how a modern work of fiction draws on themes and/or character types from myths or traditional stories.	Analyze how an author draws on and transforms source material in a specific work.	Analyze foundational works of American literature, including how multiple texts address similar themes or topics.

#2 READING INFORMATIONAL



Students will read, comprehend, and analyze appropriately complex informational texts independently and proficiently.

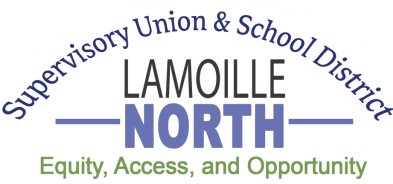
#2 SUPPORTING STANDARDS K - 6

Students will...

	K With prompting and support...	1	2	3	4	5	6
A	Ask and answer questions about key details in a text.		Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	Identify the main topic and retell key details of the text.	Identify the main topic and retell key details of the text.	Identify the main topic of a multiparagraph text and the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how key details support it; summarize the text.	Determine two or more main ideas of a text and explain how key details support them; summarize the text.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
C		Describe the connection between two individuals, events, ideas, or pieces of information in a text.		Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	



	K With prompting and support...	1	2	3	4	5	6
F	Identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Describe how the author supports specific points in a text.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
G	Identify basic similarities in and differences between two texts on the same topic.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
H							
I							



#2 READING INFORMATIONAL

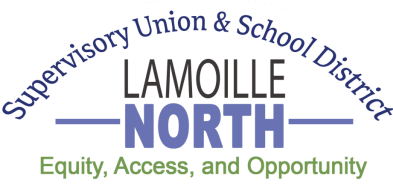
Students will read, comprehend, and analyze appropriately complex informational texts independently and proficiently.

#2 SUPPORTING STANDARDS 7 - 12

Students will...

	7	8	9-10	11 - 12
A	Cite several pieces of textual evidence to support analysis of what the text says explicitly and inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly and inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	Determine two or more central ideas in a text and analyze their development throughout the text; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
C	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Analyze a complex set of ideas or sequences of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
D	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Analyze and evaluate the effectiveness of the structure an author uses in their exposition or argument, including whether the structure makes points clear, convincing, and engaging.
E	Determine an author's point of view or purpose in a text and analyze how the author distinguishes their position from that of others.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

#3 ARGUMENTATIVE WRITING



Students will write arguments to support claims in an analysis of substantive topics or texts, using valid evidence.

reasoning and sufficient

#3 SUPPORTING STANDARDS K - 6

Students will...

	K	1	2	3	4	5	6
A	<i>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</i>	Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.	Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Introduce claim(s) and organize the reasons and evidence clearly.
B	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Provide reasons that support the opinion.	Provide reasons that are supported by facts and details.	Provide logically ordered reasons that are supported by facts and details.	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
C				Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.



	K	1	2	3	4	5	6
D				Provide a concluding statement or section.	Provide a concluding statement or section related to the opinion presented.	Provide a concluding statement or section related to the opinion presented.	Provide a concluding statement or section that follows from the argument presented.

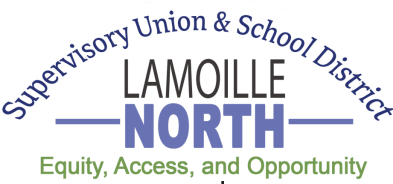
#3 ARGUMENTATIVE WRITING

Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.

#3 SUPPORTING STANDARDS 7 - 12

Students will...

	7	8	9-10	11 - 12
A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.



	7	8	9-10	11 - 12
C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from and supports the argument presented.

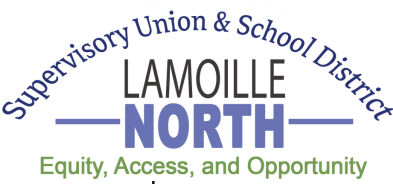
#4 INFORMATIVE WRITING

Students will write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

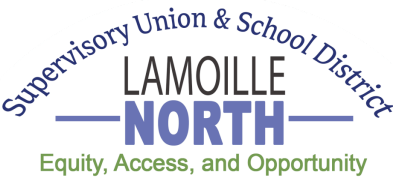
#4 SUPPORTING STANDARDS K - 6

Students will...

	K	1	2	3	4	5	6
A	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Introduce a topic and group related information together; include illustrations when useful to aid comprehension.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g.,



	K	1	2	3	4	5	6
						comprehension.	charts, tables), and multimedia when useful to aid comprehension.
B	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Develop the topic with facts, definitions, and details.	Develop the topic with facts, definitions, concrete details.	Develop the topic with facts, definitions, concrete details, quotations, or other information.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C				Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> ) to connect ideas within categories of information.	Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ).	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).	Use appropriate transitions to clarify the relationships among ideas and concepts.
D				Provide a concluding statement or section.	Provide a concluding statement or section related to the information or explanation presented.	Provide a concluding statement or section related to the information or explanation presented.	Provide a concluding statement or section that follows from the information or explanation presented.



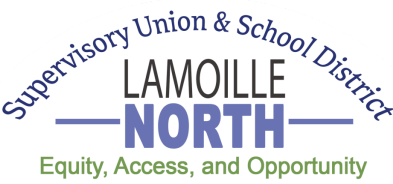
#4 INFORMATIVE WRITING

Students will write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#4 SUPPORTING STANDARDS 7 - 12

Students will...

	7	8	9-10	11 - 12
A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).



#5 NARRATIVE WRITING

Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#5 SUPPORTING STANDARDS K - 6

Students will...

	K	1	2	3	4	5	6
A	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
C				Use temporal words and phrases to signal event order.	Use a variety of transitional words and phrases to manage the sequence of events.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.



	K	1	2	3	4	5	6
D				Provide a sense of closure.	Provide a conclusion that follows from the narrated experiences or events.	Provide a conclusion that follows from the narrated experiences or events.	Provide a conclusion that follows from the narrated experiences or events.

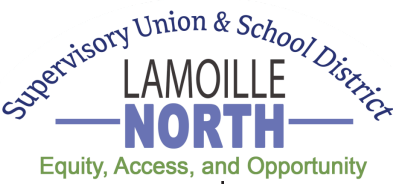
#5 NARRATIVE WRITING

Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#5 SUPPORTING STANDARDS 7 - 12

Students will...

	7	8	9-10	11 - 12
A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).



	7	8	9-10	11 - 12
D	Provide a conclusion that follows from and reflects on the narrated experiences or events.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#6 LANGUAGE

Students will build vocabulary knowledge and demonstrate command of the conventions of standard English grammar and usage.

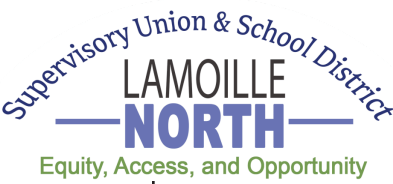
#6 SUPPORTING STANDARDS K - 6

Students will...

	K	1	2	3	4	5	6
A	Produce and expand complete sentences.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	Produce simple, compound, and complex sentences.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Recognize, use, and correct inappropriate shifts in verb tense.	Recognize, use, and correct inappropriate shifts in pronoun number and person.
B	Capitalize the first word in a sentence and the pronoun <i>I</i> .	Capitalize dates and names of people.	Capitalize holidays, product names, and geographic names.	Capitalize appropriate words in titles.	Use correct capitalization.		
C	Recognize and name end punctuation.	Use end punctuation for sentences.	Use an apostrophe to form contractions and frequently occurring possessives.	Form and use possessives.	Use commas and quotation marks to mark direct speech and quotations from a text.	Use a comma to separate an introductory element from the rest of the sentence.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.



	K	1	2	3	4	5	6
D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i> ) in writing words.	Spell grade-appropriate words correctly, consulting references as needed.	Spell grade-appropriate words correctly, consulting references as needed.	Spell correctly.
E	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
F				With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



	K	1	2	3	4	5	6
G				Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

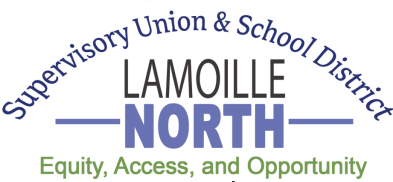
#6 LANGUAGE

Students will build vocabulary knowledge and demonstrate command of the conventions of standard English grammar and usage.

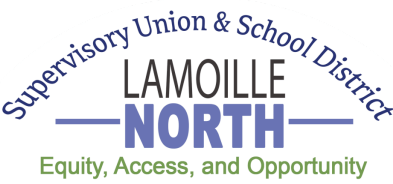
#6 SUPPORTING STANDARDS 7 - 12

Students will...

	7	8	9-10	11 - 12
A	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Recognize and correct inappropriate shifts in verb voice and mood.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
B	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Use semicolons and colons correctly.	Observe hyphenation conventions.
C	Spell correctly.	Spell correctly.	Spell correctly.	Spell correctly.



	7	8	9-10	11 - 12
D	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
E	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
F	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



#7 SPEAKING & LISTENING

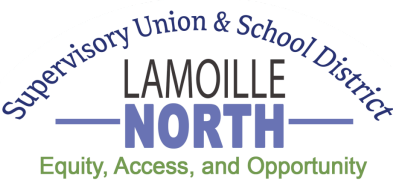
Students will effectively engage in collaborative discussions and present arguments and information in a clear and compelling way.

#7 SUPPORTING STANDARDS K - 6:  
Students will...

	K	1	2	3	4	5	6
A	<i>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</i>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
B	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
C	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.



	K	1	2	3	4	5	6
D	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
E	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.



#7 SPEAKING & LISTENING

Students will effectively engage in collaborative discussions and present arguments and information in a clear and compelling way.

#7 SUPPORTING STANDARDS 7 - 12:  
Students will...

	7	8	9-10	11 - 12
A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
B	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
C	Delineate a speaker's argument and specific claims, evaluate the soundness of the reasoning, and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims, evaluate the soundness of the reasoning, relevance and sufficiency of the evidence, and identify when irrelevant evidence is introduced.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.



	7	8	9-10	11 - 12
D	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
E	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.