

# Livingston County Schools



## District Writing Plan

## **Kentucky Academic Standards for Composition and Language: Kindergarten-Grade 5 Overview**

### **COMPOSITION**

Within these standards, students may use a combination of print, non-print and digital resources to compose a variety of opinion, informative/explanatory, narrative and research products. With scaffolding and support, students develop and organize clear, coherent products that are appropriate to task, purpose and audience. Emphasis should be placed on text-based and evidence based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through interdisciplinary literacy practices, teachers help students employ the writing process for various purposes and audiences to become effective, independent communicators. Students must write in both short and extended time frames.

### **LANGUAGE**

Within these standards, students must demonstrate command of Standard English grammar, usage and mechanics as well as understand how language functions in various contexts. With prior support, students may independently determine or clarify the meaning of grade appropriate words, come to appreciate nonliteral and shades of meaning and expand their vocabulary in the course of studying content. Using interdisciplinary literacy practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.

## **Kentucky Academic Standards for Composition and Language: Grade 6-8 Overview**

### **COMPOSITION**

Within these standards, students may use a combination of print, non-print and digital resources to compose a variety of argumentative, informative/explanatory, narrative and research products. Students must gather, evaluate, synthesize and cite sources in order to develop and organize clear, coherent products that are appropriate to task, purpose and audience. At grade 8, students will use narratives strategically in other modes of writing. Emphasis should be placed on text-based and evidence based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through interdisciplinary literacy practices, teachers help students employ the writing process for various purposes and audiences to become effective, independent communicators. Students must write in both short and extended time frames.

### **LANGUAGE**

Within these standards, students must demonstrate control over the conventions of Standard English. They must come to appreciate that language is as much a matter of craft as of rules and be able to choose words, syntax and punctuation to express themselves and achieve intended effects. Students will determine and clarify the meaning of words and phrases, including figurative language, denotations and connotations. They must also have extensive vocabularies, enabling them to comprehend complex texts and engage in purposeful writing and conversation. Using interdisciplinary literacy practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.

## **Kentucky Academic Standards for Composition and Language: Grade 9-12 Overview**

### **COMPOSITION**

Within these standards, students must use a combination of relevant print, non-print and digital resources to compose a variety of argumentative, informative/explanatory and research products. Students must gather, evaluate, synthesize and cite sources in order to develop and organize clear, coherent products that are appropriate to task, purpose and audience. To support central ideas in various modes of writing, students will develop ideas through rhetorical strategies, including but not limited to embedding a narrative. Emphasis should be placed on text-based and evidence based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through interdisciplinary literacy practices, teachers help students employ the writing process for various purposes and audiences to become effective, independent communicators. Students must write in both short and extended time frames.

### **LANGUAGE**

Within these standards, students must demonstrate firm control over the conventions of Standard English. To enhance their craft and express themselves convincingly, students must make intentional choices in diction, syntax and rhetoric. Students need to determine or clarify the meaning of nuanced words and phrases, choosing flexibly from an array of strategies to aid them. They must also have extensive vocabularies, enabling them to comprehend complex texts and engage in purposeful writing and conversation. Using interdisciplinary literacy practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.

## Resources/Links

# Handwriting Standards

(Note: Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.)

**HW.K.1**

Print all upper and lowercase letters and numerals.

- *Focus on correct line placement and spacing*

**HW.1.1**

Legibly print all upper- and lowercase letters and numerals with correct form.

- *Focus on correct line placement and spacing*

**HW.2.1**

Introduce formation of all upper- and lowercase cursive letters.

- *Use Zaner-Bloser*

**HW.3.1**

Legibly form cursive letters, words and sentences with accepted norms.

- *Use Zaner-Bloser*

Kindergarten

1<sup>st</sup> Grade

2<sup>nd</sup> Grade

3<sup>rd</sup> Grade

## Composition – 9 Weeks at a Glance

This is an overview of the composition standards that are taught at each grade level and in each nine weeks. The pages following this chart provide more detail regarding each standard. You may also refer to the ELA standards at [www.kystandards.org](http://www.kystandards.org) for a more detailed copy of the standard.

Grade	1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 Weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks	All Year Long
K		C.K.2, C.K.5	C.K.1	C.K.3	C.K.4, C.K.6,
1		C.1.2, C.1.5	C.1.1	C.1.3	C.1.4, C.1.6
2	C.2.1	C.2.2, C.2.5	C.2.3		C.2.4, C.2.6
3	C.3.1	C.3.2, C.3.5,	C.3.3		C.3.4, C.3.6, C.3.7
4	C.4.1	C.4.2, C.4.5	C.4.3		C.4.4, C.4.6, C.4.7
5	C.5.1	C.5.2, C.5.5,	C.5.3		C.5.4, C.5.6, C.5.7
6	C.6.3	C.6.1	C.6.2	C.6.5	C.6.4, C.6.6, C.6.7
7	C.7.3	C.7.1	C.7.2	C.7.5	C.7.4, C.7.6, C.7.7
8	C.8.1	C.8.3	C.8.2	C.8.5	C.8.4, C.8.6, C.8.7
9-10	C.9-10.3	C.9-10.2	C.9-10.1	C.9-10.5	C.9-10.4, C.9-10.6, C.9-10.7,
11-12	C.11-12.3	C.11-12.2	C.11-12.1	C.11-12.5	C.11-12.4, C.11-12.6, C.11-12.7,

### Important Notes Regarding Writing Instruction

A committee of teachers and administrators representative of various grade levels from primary through high school developed a draft version of the district writing plan. This is a draft copy and will continued to be modified throughout this school year. As a collaborative effort, it was decided which nine weeks each standard should be mastered. Each standard should be mastered and assessed by the end of the nine weeks that is listed by the standard. Some standards have multiple parts and may be addressed in different nine weeks which is denoted in red beside each standard.

Words throughout the standards highlighted in yellow represent key vocabulary terms.

Portfolios – Paper portfolios of students writings are still being utilized, however electronic portfolios for 5<sup>th</sup>-12<sup>th</sup> grade students housed in Google Classrooms will be pursued this school year.

### ON DEMAND & ESSAY WRITING:

After much discussion and review of resources it was decided that SPAT will be used across grade levels K-12 to teach composition, including On-Demand Writing. S-Situation, P-Purpose, A-Audience, T-Task. Third through eighth grades will complete at least on On-Demand writing per nine weeks.

### SHORT ANSWER & EXTENDED RESPONSE WRITING:

**RACE will be used across grade levels K-12 to teach extended responses and short answer questions. R-Restate, A-Answer, C-Cite, E-Explain.**

Kindergarten complete 4 short answer questions each nine weeks as a whole class in reading and math beginning in the 3<sup>rd</sup> 9 weeks. First and Second grades complete 5 short answer questions each nine weeks as a whole class in reading and math beginning in the 2<sup>nd</sup> 9 weeks. Third through Fifth grades complete 7 short answer questions per 9 weeks in each content tested area and complete 2 extended response questions using the RACE method per 9 weeks in each content tested area. Sixth through eighth grades will complete on short answer and one extended response in each content area per nine weeks.

# Composition

## Text Types and Purposes

# Resources/Links

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Kindergarten:

- Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
- (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
- C.K.1**  
*3<sup>rd</sup>*  
*9 weeks*
- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
  - Introduce the topic.
  - Provide reasons with details to support the opinion.
  - Use grade-appropriate transitions.
  - Provide a concluding idea.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

### 1<sup>st</sup> Grade

- Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
- (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
- C.1.1**  
*3<sup>rd</sup>*  
*9 weeks*
- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
  - Introduce the topic.
  - Provide reasons with details to support the opinion.
  - Use grade-appropriate transitions.
  - Provide a concluding section.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2<sup>nd</sup> Grade:

**C.2.1**

**1<sup>st</sup>**

**9 weeks**

Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic, followed by an opinion statement, and create an organizational structure.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

3<sup>rd</sup> Grade:

**C.3.1**

**3<sup>rd</sup>**

**9 weeks**

Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Introduce the topic, followed by an opinion statement, and create an organizational structure.
- c. Provide reasons with elaborate details to support the opinion.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

4<sup>th</sup> Grade:

**C.4.1**

**1<sup>st</sup>  
9 weeks**

Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. 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.
- c. Provide reasons that are supported by facts and details.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

**C.5.1**

**1<sup>st</sup>  
9 weeks**

Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. 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.
- c. Provide logically ordered reasons that are supported by facts and details.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

5<sup>th</sup> Grade:

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

6<sup>th</sup> Grade:

**C.6.1**

*2<sup>nd</sup>*

*9 weeks*

- Compose arguments to support claims with clear reasons and relevant evidence.
- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - b. Introduce claim(s), and organize the reasons and evidence clearly.
  - c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text.
  - d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the argument presented.
  - g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach.

7<sup>th</sup> Grade:

**C.7.1**

*2<sup>nd</sup>*

*9 weeks*

- Compose arguments to support claims with clear reasons and relevant evidence.
- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.
  - c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - d. Use transitions to create cohesion and clarify the relationships among claims.
  - e. Establish and maintain a task appropriate writing style.
  - f. Provide a concluding statement or section that supports the argument presented.
  - g. With some guidance, 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.

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

8<sup>th</sup> Grade:

**C.8.1**

**1<sup>st</sup>**

**9 weeks**

- Compose arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
  - Establish and maintain a task appropriate writing style.
  - Provide a concluding statement or section that supports the argument presented.
  - With some guidance, 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.

9<sup>th</sup>-10<sup>th</sup> Grade:

**C.9-10.1**

**3<sup>rd</sup>**

**9 weeks**

- Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - 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.
  - 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.
  - Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.
  - Establish and maintain a task appropriate writing style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
  - 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.

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11<sup>th</sup>-12<sup>th</sup> Grade:

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

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. 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.
- c. Develop claim(s) and opposing claims 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.
- d. 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 opposing claims.
- e. Establish and maintain a task appropriate writing style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- g. 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.

**C.11-12.1**

*3<sup>rd</sup>  
9 weeks*

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Kindergarten:

**C.K.2**

*2<sup>nd</sup>  
9 weeks*

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a concluding idea.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

1<sup>st</sup> Grade:

**C.1.2**

*2<sup>nd</sup>  
9 weeks*

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

2<sup>nd</sup> Grade:

**C.2.2**

*2<sup>nd</sup>  
9 weeks*

- Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.  
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
  - Introduce the topic.
  - Supply information with detail to develop the topic.
  - Use grade-appropriate conjunctions to develop text structure within sentences.
  - Use grade-appropriate transitions to develop text structure across paragraphs.
  - Provide a concluding section.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

3<sup>rd</sup> Grade:

**C.3.2**

*2<sup>nd</sup>  
9 weeks*

- Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.  
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
  - Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions and details.
  - Use grade-appropriate conjunctions to develop text structure within sentences.
  - Use grade-appropriate transitions to develop text structure across paragraphs.
  - Provide a concluding section.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

**4<sup>th</sup> Grade:**

**C.4.2**

*2<sup>nd</sup>  
9 weeks*

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding section.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

**C.5.2**

*2<sup>nd</sup>  
9 weeks*

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding section.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**5<sup>th</sup> Grade**

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

**6<sup>th</sup> Grade:**

**C.6.2**

**3<sup>rd</sup>**

**9 weeks**

Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- b. Introduce a topic; previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics), and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from the information or explanation presented.
- h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on how well purpose and audience have been addressed.

**C.7.2**

**3<sup>rd</sup>**

**9 weeks**

Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach, focusing on how well purpose and audience have been addressed.

**7<sup>th</sup> Grade:**

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

**8<sup>th</sup> Grade:**

**C.8.2**

*3<sup>rd</sup>  
9 weeks*

- Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
  - c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
  - d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - f. Establish and maintain a formal style.
  - g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach, focusing on how well purpose and audience have been addressed.

**C.9-  
10.2**

*2<sup>nd</sup>  
9 weeks*

- Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
- a. Produce writing in which the development and organization are appropriate to task and purpose.
  - b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
  - c. 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.

**9<sup>th</sup>- 10<sup>th</sup> Grade:**

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

**9<sup>th</sup>- 10<sup>th</sup> Grade:**

**C.9-10.2**

*2<sup>nd</sup>*  
**9 weeks**

- d. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. 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.

**C.11-12.2**

*2<sup>nd</sup>*  
**9 weeks**

Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. 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, graphics and multimedia when useful to aiding comprehension.
- c. 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.
- d. 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.
- e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. 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.

**11<sup>th</sup> – 12<sup>th</sup> Grade:**

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 3** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

### Kindergarten:

**C.K.3**

*4<sup>th</sup>*

*9 weeks*

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event.
- c. Include details which describe actions, thoughts, emotions.
- d. Create a sense of closure.
- e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

### 1<sup>st</sup> Grade:

**C.1.3**

*4<sup>th</sup>*

*9 weeks*

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event or multiple events, memories or ideas.
- c. Include details which describe actions, thoughts, emotions.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 3** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

2<sup>nd</sup> Grade:

**C.2.3**

*3<sup>rd</sup>  
9 weeks*

- Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.  
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
  - Recount a single event or multiple events, memories or ideas.
  - Include details which describe actions, thoughts, emotions.
  - Use temporal words and phrases to signal event order.
  - Create a sense of closure.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

3<sup>rd</sup> Grade:

**C.3.3**

*3<sup>rd</sup>  
9 weeks*

- Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.  
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
  - Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure.
  - Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
  - Use temporal words and phrases to signal event order.
  - Create a sense of closure that follows the narrated experiences or events.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 3** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

4<sup>th</sup> Grade:

**C.4.3**

*3<sup>rd</sup>  
9 weeks*

- Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
  - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows the narrated experiences or events.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

**C.5.3**

*3<sup>rd</sup>  
9 weeks*

- Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
  - Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
  - Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows the narrated experiences or events.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

5<sup>th</sup> Grade:

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 3** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

6<sup>th</sup> Grade:

**C.6.3**

**1<sup>st</sup>  
9 weeks**

- Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
  - Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
  - Provide a conclusion that follows from the narrated experiences or events.
  - With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

7<sup>th</sup> Grade:

**C.7.3**

**1<sup>st</sup>  
9 weeks**

- Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - Engage 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.
  - Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
  - Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.
  - With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

# Composition

## Text Types and Purposes

# Resources/Links

**Guiding Principle 3** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

**8<sup>th</sup> Grade:**

**C.8.3**

**2<sup>nd</sup>  
9 weeks**

Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage the reader by setting up a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.
- g. With guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach.

**9<sup>th</sup>- 10<sup>th</sup> Grade:**

**C.9-10.3**

**1<sup>st</sup>  
9 weeks**

Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage and orient the reader by setting up 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.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- g. 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.

# Composition

# Resources/Links

## Text Types and Purposes

**Guiding Principle 3** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

11<sup>th</sup> – 12<sup>th</sup> Grade:

**C.11-  
12.3**

**1<sup>st</sup>  
9 weeks**

Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage and orient the reader by setting up 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.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- d. 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. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- g. 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.

## Composition

## Resources/Links

### Production and Distribution of

**Guiding Principle 4** Students will use digital resources to create and publish products as well as to interact and collaborate with others. *Emphasize appropriate use of technology – May use Google Classroom to address standards.*

<b>C.K.4</b>	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers. <i>Explore as a whole group</i>
<b>C.1.4</b>	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
<b>C.2.4</b>	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
<b>C.3.4</b>	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
<b>C.4.4</b>	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
<b>C.5.4</b>	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
<b>C.6.4</b>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using <b>MLA</b> or APA format. <i>Use MLA format.</i>
<b>C.7.4</b>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using <b>MLA</b> or APA format. <i>Use MLA format.</i>
<b>C.8.4</b>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using <b>MLA</b> or APA format. <i>Use MLA format.</i>
<b>C.9-10.4</b>	Use digital resources to create, publish and update individual or shared products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources. <i>Use MLA format.</i>
<b>C.11-12.4</b>	Use digital resources to create, publish and update individual or shared products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources. <i>11<sup>th</sup> - Use MLA format 12<sup>th</sup> – Use APA formate</i>

**Kindergarten:**

**1<sup>st</sup> Grade:**

**2<sup>nd</sup> Grade:**

**3<sup>rd</sup> Grade:**

**4<sup>th</sup> Grade:**

**5<sup>th</sup> Grade:**

**6<sup>th</sup> Grade:**

**7<sup>th</sup> Grade**

**8<sup>th</sup> Grade:**

**9<sup>th</sup> – 10<sup>th</sup> Grade:**

**11<sup>th</sup> – 12<sup>th</sup> Grade:**

## Composition

## Resources/Links

### Research to Build and Present Knowledge

**Guiding Principle 5** Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Kindergarten:**

**C.K.5**  
*2<sup>nd</sup> 9 weeks* With guidance and support, participate in shared research and writing projects.

**1<sup>st</sup> Grade:**

**C.1.5**  
*2<sup>nd</sup> 9 weeks* With guidance and support, participate in shared research and writing projects.

**2<sup>nd</sup> Grade:**

**C.2.5**  
*2<sup>nd</sup> 9 weeks* Conduct shared research and writing projects that build knowledge about a topic.

**3<sup>rd</sup> Grade:**

**C.3.5**  
*2<sup>nd</sup> 9 weeks* Conduct short research projects that build knowledge about a topic.

**4<sup>th</sup> Grade:**

**C.4.5**  
*2<sup>nd</sup> 9 weeks* Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**5<sup>th</sup> Grade:**

**C.5.5**  
*2<sup>nd</sup> 9 weeks* Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**6<sup>th</sup> Grade:**

**C.6.5**  
*4<sup>th</sup> 9 weeks* Conduct short research projects to answer a question, drawing on several sources.

**7<sup>th</sup> Grade:**

**C.7.5**  
*4<sup>th</sup> 9 weeks* Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**8<sup>th</sup> Grade:**

**C.8.5**  
*4<sup>th</sup> 9 weeks* Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

**9<sup>th</sup> – 10<sup>th</sup> Grade:**

**C.9-10.5**  
*4<sup>th</sup> 9 weeks* Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**11<sup>th</sup> – 12<sup>th</sup> Grade:**

**C.11- 12.5**  
*4<sup>th</sup> 9 weeks* Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## Composition

## Resources/Links

### Research to Build and Present Knowledge

**Guiding Principle 6** Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. *Ongoing each nine weeks -Shoud be evident in On-Demand Writings and ERQs across content areas.*

**Kindergarten:**

**C.K.6** With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

**1<sup>st</sup> Grade:**

**C.1.6** With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

**2<sup>nd</sup> Grade:**

**C.2.6** Collect information from real-world experiences or provided sources to answer or generate questions.

**3<sup>rd</sup> Grade:**

**C.3.6** Summarize information from experiences, or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

**C.4.6** Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

**4<sup>th</sup> Grade:**

**C.5.6** Summarize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

**5<sup>th</sup> Grade:**

**C.6.6** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

**6<sup>th</sup> Grade:**

**C.7.6** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

**7<sup>th</sup> Grade:**

**C.8.6** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

**8<sup>th</sup> Grade:**

**C.9-10.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**9<sup>th</sup>- 10<sup>th</sup> Grade:**

**C.11-12.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**11<sup>th</sup> – 12<sup>th</sup> Grade:**

## Composition

## Resources/ Links

### Range of Writing

**Guiding Principle 7** Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. *Daily ongoing writing will occur across content areas. Examples include short answer, extended response and on demand writings. Narrative and expository writing should be evident. A list of required writing is available at the end of this document.*

<b>C.K.7</b>	(Begins in grade 3)
<b>C.1.7</b>	(Begins in grade 3)
<b>C.2.7</b>	(Begins in grade 3)
<b>C.3.7</b>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
<b>C.4.7</b>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
<b>C.5.7</b>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
<b>C.6.7</b>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
<b>C.7.7</b>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
<b>C.8.7</b>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
<b>C.9-10.7</b>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
<b>C.11-12.7</b>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

### **Kindergarten – 2<sup>nd</sup> Grade:**

**K** – complete 4 short answer questions each nine weeks as a whole class in reading and math beginning in the 3<sup>rd</sup> 9 weeks  
**1<sup>st</sup> & 2<sup>nd</sup>** - complete 5 short answer questions each nine weeks as a whole class in reading and math beginning in the 2<sup>nd</sup> 9 weeks

### **3<sup>rd</sup> - 5<sup>th</sup> Grade:**

Complete 7 short answer questions per 9 weeks in each content tested area and complete 2 extended response questions using the RACE method per 9 weeks in each content tested area. One on-demand writing each nine weeks.

**6<sup>th</sup> Grade:** 1 On-Demand, 1 Extended Response and 1 Short Answer per nine weeks

**7<sup>th</sup> Grade:** 1 On-Demand, 1 Extended Response and 1 Short Answer per nine weeks

**8<sup>th</sup> Grade:** 1 On-Demand, 1 Extended Response and 1 Short Answer per nine weeks

### **9<sup>th</sup> – 12<sup>th</sup>:**

## Language- 9 Weeks at a Glance

This is an overview of the language standards that are taught at each grade level and in each nine weeks. The pages following this chart provide more detail regarding each standard. You may also refer to the ELA standards at [www.kystandards.org](http://www.kystandards.org) for a more detailed copy of the standard.

Grade	1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 Weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks	All Year Long
K	L.K.1.c, L.K.5.a	L.K.1.a-b, L.K.2	L.K.1.d-e, L.K.4.a-b,	L.K.5.b	L.K.4.c
1	L.1.4.a, L.1.5.a,	L.1.1.a, L.1.1.e, L.1.2.a-b, L.1.4.c, L.1.5.b,	L.1.1.b., L.1.1.d, L.1.1.f, L.1.2.c, L.1.4.b, L.1.5.c	L.1.1.c, L.1.1.g-h,	L.1.2.d-e, L.1.4.d, L.1.5.d
2	L.2.2.a	L.2.1, L.2.2.b, L.2.5.a	L.2.2.c, L.2.4.a-d,	L.2.5.b	L.2.2.d-e, L.2.3, L.2.4.e-f,
3	L.3.1.a-b, L.3.1.e-f, L.3.5.a,	L.3.1.h-i, L.3.2.b, L.3.5.b	L.3.1.c-d, L.3.2.c-d, L.3.4.a-c, L.3.5.c	L.3.1.g	L.3.2.a, L.3.2.e-g, L.3.3, L.3.4.d-e,
4	L.4.1, L.4.2	L.4.3	L.4.4.a-b,	L.4.5.b	L.4.4.d-e, L.4.5.a, L.4.5.c
5	L.5.1, L.5.2	L.5.3	L.5.4.a-b,	L.5.5.b	L.5.4.c-d, L.5.5.a, L.5.5.c
6	L.6.5.a	L.6.1, L.6.2.a, L.6.5.c			L.6.2.b, L.6.3, L.6.4, L.6.5.b,
7	L.7.5.a	L.7.2.a,	L.7.1		L.7.2.b, L.7.3, L.7.4, L.7.5.b-c
8		L.8.2.a, L.8.5.a,	L.8.1, L.8.2.b,		L.8.2.c, L.8.3, L.8.4, L.8.5.b-c
9-10	L.9-10.2	L.9-10.1	L.9-10.5	L.9-10.3	L.9-10.4,
11-12	L.11-12.2, L.11-12.3, L.11-12.5				L.11-12.1, L.11-12.4

# Language

# Resources

## Conventions of Standard English

**Guiding Principle 1** Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. **Vocabulary highlighted in yellow.** *Time frame for teaching listed in red.*

### Kindergarten

- Morning Meetings
- Calendar Time

**L.K.1**

When writing or speaking, demonstrate appropriate use of:

- common **nouns** and **verbs**. *2<sup>nd</sup> 9 weeks*
- regular **plural** nouns orally by adding /s/ or /es/. *2<sup>nd</sup> 9 weeks*
- interrogative** sentences using who, what, where, when, why and how. = *1<sup>st</sup> 9 weeks*
- sentences using common **prepositions**. *3<sup>rd</sup> 9 weeks*
- complete sentences. -*3<sup>rd</sup> 9 weeks (Introduce **declarative** sentences)*

**L.1.1**

When writing or speaking, demonstrate appropriate use of:

- common**, **proper** and **possessive** nouns in a sentence. *2<sup>nd</sup> 9 weeks*
- singular** and **plural** nouns with matching verbs in basic sentences. *3<sup>rd</sup> 9 weeks*
- personal**, **possessive** and **indefinite pronouns** in a sentence. *4<sup>th</sup> 9 weeks*
- verbs to convey a sense of **past**, **present** and **future** in a sentence. *3<sup>rd</sup> 9 weeks*
- frequently occurring **adjectives** in a sentence. *2<sup>nd</sup> 9 weeks*
- frequently occurring **conjunctions** in a sentence. *3<sup>rd</sup> 9 weeks*
- frequently occurring **prepositions** in a sentence. *4<sup>th</sup> 9 weeks*
- declarative**, **interrogative**, **imperative** and **exclamatory** sentences in response to prompts. *4<sup>th</sup> 9 weeks*

### 1<sup>st</sup> Grade:

**L.2.1**

*1<sup>st</sup> 9 Weeks*

In writing or speaking, demonstrate appropriate use of:

- collective nouns**.
- frequently occurring **irregular nouns**.
- reflexive pronouns**.
- past tense** of frequently occurring **irregular verbs**.
- adjectives** and **adverbs** in sentence formation.
- producing, expanding and rearranging complete **simple** and **compound sentences**.

### 2<sup>nd</sup> Grade:

# Language

# Resources/Links

## Conventions of Standard English

**Guiding Principle 1** Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- L.3.1** When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
- a. Explain the function of **nouns, pronouns, verbs, adjectives** and **adverbs** in a grade-level text. *1<sup>st</sup> 9 weeks*
  - b. Form and use **regular** and **irregular** plural nouns. *1<sup>st</sup> 9 weeks*
  - c. Use **abstract nouns**. *3<sup>rd</sup> 9 weeks*
  - d. Form and use **regular** and **irregular verbs**. *3<sup>rd</sup> 9 weeks*
  - e. Use **verb tenses**. *1<sup>st</sup> 9 weeks*
  - f. Ensure **subject-verb** and **pronoun-antecedent agreement**. *1<sup>st</sup> 9 weeks*
  - g. Form and use **comparative** and **superlative adjectives** and **adverbs**, and choose between them depending on what is to be modified. *4<sup>th</sup> 9 weeks*
  - h. Use **coordinating** and **subordinating conjunctions**. *2<sup>nd</sup> 9 weeks*
  - i. Produce **simple, compound** and **complex sentences**. *2<sup>nd</sup> 9 weeks*

- L.4.1** When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. *1<sup>st</sup> 9 Weeks*
- a. Use **relative pronouns** and **relative adverbs**.
  - b. Use the **progressive verb tenses**.
  - c. Use modal **auxiliaries** to convey various conditions, such as can, may and must.
  - d. **Order adjectives** within sentences according to conventional patterns.
  - e. Use **prepositional phrases**.
  - f. Produce complete sentences, recognizing and correcting inappropriate **fragments** and **run-ons**.
  - g. Use frequently confused words, such as to, too, two; there, their, they're.

- L.5.1** When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. *1<sup>st</sup> 9 Weeks*
- a. Explain the function of **conjunctions, prepositions** and **interjections** in a grade-level text.
  - b. Use the **perfect verb tenses**.
  - c. Use verb tense to convey various times, **sequences**, states and **conditions**.
  - d. Produce complete sentences, recognizing and correcting **inappropriate shifts** in verb tense.
  - e. Use **correlative conjunctions**.

3<sup>rd</sup> Grade:

4<sup>th</sup> Grade:

5<sup>th</sup> Grade:

# Language

## Conventions of Standard English

## Resources/Links

**Guiding Principle 1** Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. – *AYL = All Year Long*

**L.6.1**  
2<sup>nd</sup> 9  
weeks

- In both written and oral expression:
- Recognize **vague pronouns** and correct pronoun errors, including but not limited to subjective, objective, **possessive** and **intensive** pronouns.
  - Recognize and correct **inappropriate shifts** in pronoun number and person.
  - Recognize variations from standard English, and implement strategies to improve expression in **conventional language**.

**L.7.1**  
3<sup>rd</sup> 9  
Weeks

- In both written and oral expression:
- Create sentences using correctly placed **clauses** and **phrases**.
  - Demonstrate appropriate use of **simple, compound, complex** and **compound-complex** sentences to signal differing relationships among ideas.

**L.8.1**  
3<sup>rd</sup> 9  
Weeks

- In both written and oral expression:
- Identify verbals correctly based on their intended function.
  - Demonstrate appropriate use of **verbs** in the **active** and **passive** voice.
  - Demonstrate appropriate use of verbs in the **indicative, imperative, interrogative, conditional** and **subjunctive** mood, while recognizing and correcting **inappropriate shifts**.

**L.9-10.1**  
2<sup>nd</sup> 9  
weeks

- In both written and oral expression:
- Demonstrate appropriate use of **parallel structure**.
  - Demonstrate appropriate use of **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.

**L.11-12.1**  
  
**AYL**

- In both written and oral expression:
- Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.
  - Resolve issues of complex or contested usage, consulting *references* as needed.

6<sup>th</sup> Grade:

7<sup>th</sup> Grade:

8<sup>th</sup> Grade:

9<sup>th</sup> – 10<sup>th</sup> Grade:

11<sup>th</sup>- 12<sup>th</sup> Grade:

# Language

# Resources/Links

## Conventions of Standard English

**Guiding Principle 2** Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Kindergarten:

**L.K.2**  
*2nd 9 Weeks*

- When writing:
- Capitalize the first word in a sentence and the **pronoun** I.
  - Recognize and name end **punctuation**.
  - Write a letter or letters for most **consonant** and short-**vowel** sounds.
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1<sup>st</sup> Grade:

**L.1.2**

- When writing:
- Capitalize **proper nouns**, including but not limited to dates and names of people. *1<sup>st</sup> 9 weeks*
  - Demonstrate appropriate use of end punctuation. *1<sup>st</sup> 9 weeks*
  - With prompting and support, produce and write **commas** in dates and to separate single words in a series. *2<sup>nd</sup> 9 weeks*
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. *AYL*
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. *AYL*

2<sup>nd</sup> Grade:

**L.2.2**

- When writing:
- Capitalize **proper nouns**, including but not limited to **holidays, product names** and **geographic names**. *1<sup>st</sup> 9 Weeks*
  - Demonstrate appropriate use of **commas** in varied communication formats (e.g., letter, email, blog). *2<sup>nd</sup> 9 Weeks*
  - Use **apostrophe** to form **contractions** and **possessives**. *3<sup>rd</sup> 9 weeks*
  - Generalize spelling patterns. *AYL*
  - Use **reference materials** to self-check and correct spelling. *AYL*

3<sup>rd</sup> Grade:

**L.3.2**

- When writing:
- Capitalize appropriate words in titles. *AYL*
  - Use **commas** in addresses. *2<sup>nd</sup> 9 weeks*
  - Use **commas and quotation** marks in dialogue. *3<sup>rd</sup> 9 Weeks*
  - Use possessives. *3<sup>rd</sup> 9 weeks*
  - Use conventional spelling for high-frequency words where suffixes are added to base words. *AYL*
  - Use spelling patterns and generalizations in writing words. *AYL*
  - Consult reference materials as needed to check and correct spellings. *AYL*

4<sup>th</sup> Grade:

**L.4.2**  
*1<sup>st</sup> 9 Weeks*

- When writing:
- Demonstrate appropriate use of **capitalization** rules.
  - Use **commas** and **quotation marks** to indicate direct speech and **quotations** for a text.
  - Use a comma before a **coordinating conjunction** in a **compound sentence**.
  - Consult reference materials as needed to check and correct spellings.

Language		Resources/Links
Conventions of Standard English		
<p><b>Guiding Principle 2</b> Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>		<b>5<sup>th</sup> Grade:</b>
<p><b>L.5.2</b> <i>1<sup>st</sup> 9 Weeks</i></p>	<p>When writing:</p> <ol style="list-style-type: none"> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>Use a comma to set off the words yes and no, to set off a <b>tag question</b> from the rest of the sentence and to indicate direct address.</li> <li>Use underlining, <b>quotation marks</b> or <b>italics</b> to indicate titles of works.</li> <li>Use strategies and resources (print and electronic) to identify and correct spelling errors.</li> </ol>	<b>6<sup>th</sup> Grade:</b>
<p><b>L.6.2</b></p>	<p>When writing:</p> <ol style="list-style-type: none"> <li>Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off <b>nonrestrictive/parenthetical elements</b>. <i>2<sup>nd</sup> 9 weeks</i></li> <li>Demonstrate appropriate use of strategies to identify and correct spelling errors. <i>AYL</i></li> </ol>	<b>7<sup>th</sup> Grade</b>
<p><b>L.7.2</b></p>	<p>When writing:</p> <ol style="list-style-type: none"> <li>Demonstrate appropriate use of a comma to separate <b>coordinate adjectives</b>. <i>2<sup>nd</sup> 9 Weeks</i></li> <li>Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. <i>AYL</i></li> </ol>	<b>8<sup>th</sup> Grade:</b>
<p><b>L.8.2</b></p>	<p>When writing:</p> <ol style="list-style-type: none"> <li>Demonstrate appropriate use of punctuation to indicate a pause or break. <i>2<sup>nd</sup> 9 Weeks</i></li> <li>Demonstrate appropriate use of an <b>ellipsis</b> to indicate an <b>omission</b>. <i>3<sup>rd</sup> 9 Weeks</i></li> <li>Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. <i>AYL</i></li> </ol>	<b>9<sup>th</sup> – 10<sup>th</sup> Grade</b>
<p><b>L.9-10.2</b> <i>1<sup>st</sup> 9 Weeks</i></p>	<p>When writing:</p> <ol style="list-style-type: none"> <li>Demonstrate appropriate use of a <b>semicolon</b> with and without a <b>conjunctive adverb</b> to link two or more closely related <b>independent clauses</b>.</li> <li>Demonstrate appropriate use of a <b>colon</b> to introduce a list or quotation.</li> <li>Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li> </ol>	<b>11<sup>th</sup>- 12<sup>th</sup> Grade:</b>
<p><b>L.11-12.2</b> <i>1<sup>st</sup> 9 Weeks</i></p>	<p>When writing:</p> <ol style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.</li> </ol>	

Language		Resource/Links
<b>Knowledge of Language</b>		
<b>Guiding Principle 3</b> Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.		<u>2<sup>nd</sup> Grade:</u>
<b>L.K.3</b>	(Begins in grade 2)	
<b>L.1.3</b>	(Begins in grade 2)	<u>3<sup>rd</sup> Grade:</u>
<b>L.2.3</b> <i>AYL</i>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	
<b>L.3.3</b> <i>AYL</i>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	<u>4<sup>th</sup> Grade:</u>
<b>L.4.3</b> <i>2<sup>nd</sup> 9 Weeks</i>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.	<u>5<sup>th</sup> Grade:</u>
<b>L.5.3</b> <i>2<sup>nd</sup> 9 Weeks</i>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.	

# Language

# Resource/Links

## Knowledge of Language

**Guiding Principle 3** Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

6<sup>th</sup> Grade:

**L.6.3**

*AYL*

Use knowledge of language and its conventions when writing, speaking, reading or listening.

- a. Vary sentence patterns for meaning, reader/listener interest and style.
- b. Maintain consistency **in style** and **tone**.

7<sup>th</sup> Grade:

**L.7.3**

*AYL*

Use knowledge of language and its conventions when writing, speaking, reading or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

8<sup>th</sup> Grade:

**L.8.3**

*AYL*

Use knowledge of language and its conventions when writing, speaking, reading or listening.

- a. Use verbs in the active and passive voice and in the **conditional** and **subjunctive mood** to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).

9<sup>th</sup> & 10<sup>th</sup> Grade:

**L.9-**

**10.3**

*4<sup>th</sup> 9  
Weeks*

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a **style manual** appropriate for the discipline and writing type.

11<sup>th</sup> & 12<sup>th</sup> Grade:

**L.11-**

**12.3**

*1<sup>st</sup> 9  
weeks*

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

- a. Apply an understanding of **syntax** to the study of complex texts when reading.
- b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

# Language

# Resource/Links

## Vocabulary Acquisition and Use

**Guiding Principle 4** Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Kindergarten:

- L.K.4** Determine or clarify the meaning of **unknown** and **multiple-meaning** words and phrases based on kindergarten reading and content. *AYL*
- a. Identify **homophones**. *3<sup>rd</sup> 9 Weeks*
  - b. Identify common **affixes** and how they change the meaning of a word. *3<sup>rd</sup> 9 Weeks*
  - c. Use words and phrases acquired through **conversations**, reading and being read to, and responding to texts. *AYL*

1<sup>st</sup> Grade:

- L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase. *1<sup>st</sup> 9 Weeks*
  - b. Identify common **affixes** and how they change the meaning of a word. *3<sup>rd</sup> 9 Weeks*
  - c. With guidance and support, identify frequently occurring root words and their inflectional forms. *2<sup>nd</sup> 9 Weeks*
  - d. 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. *AYL*

2<sup>nd</sup> Grade:

- L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase. *3<sup>rd</sup> 9 Weeks*
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word. *3<sup>rd</sup> 9 Weeks*
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root. *3<sup>rd</sup> 9 Weeks*
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words. *3<sup>rd</sup> 9 Weeks*
  - e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. *AYL*
  - f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. *AYL*

# Language

# Resources/Links

## Vocabulary Acquisition and Use

**Guiding Principle 4** Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

3<sup>rd</sup> Grade:

**L.3.4**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase. *3<sup>rd</sup> 9 Weeks*
  - b. Determine the meaning of the new word formed when a known affix is added to a known word. *3<sup>rd</sup> 9 Weeks*
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root. *3<sup>rd</sup> 9 Weeks*
  - d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of keywords and phrases. *AYL*
  - e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. *AYL*

4<sup>th</sup> Grade:

**L.4.4**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. *3<sup>rd</sup> 9 Weeks*
- a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. *3<sup>rd</sup> 9 Weeks*
  - b. Use common affixes and roots as clues to the meaning of a word. *3<sup>rd</sup> 9 Weeks*
  - c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases. *AYL*
  - d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic. *AYL*

5<sup>th</sup> Grade:

**L.5.4**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.
- a. Use context (e.g., **cause/effect** relationships and **comparisons** in text) as a clue to the meaning of a word or phrase. *3<sup>rd</sup> 9 Weeks*
  - b. Use common **affixes and roots** as clues to the meaning of a word. *3<sup>rd</sup> 9 Weeks*
  - c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. *AYL*
  - d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships. *AYL*

# Language

# Resources/Links

## Vocabulary Acquisition and Use

**Guiding Principle 4** Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

6<sup>th</sup> Grade:

**L.6.4**

**AYL**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use Greek and Latin affixes and roots as clues to the meaning of a word.
  - Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
  - 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.

7<sup>th</sup> Grade:

**L.7.4**

**AYL**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use Greek and Latin affixes and roots as clues to the meaning of a word.
  - Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
  - 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.

8<sup>th</sup> Grade:

**L.8.4**

**AYL**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use Greek and Latin affixes and roots as clues to the meaning of a word.
  - Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases
  - 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.

# Language

# Resources/Links

## Vocabulary Acquisition and Use

**Guiding Principle 4** Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

### 9<sup>th</sup> & 10<sup>th</sup> Grade:

**L.9-10.4**  
*AYL*

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
  - c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**L.11-12.4**  
*AYL*

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
  - c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### 11<sup>th</sup> & 12<sup>th</sup> Grade:

# Language

# Resources/Links

## Vocabulary Acquisition and Use

**Guiding Principle 5** Students will demonstrate understanding of word relationships and nuances in word meanings.

**L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings. *AYL*

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. *1<sup>st</sup> 9 Weeks*
- b. Demonstrate an understanding of verbs and adjectives and their antonyms. *4<sup>th</sup> 9 Weeks*

**L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. *1<sup>st</sup> 9 Weeks*
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). *2<sup>nd</sup> 9 Weeks*
- c. Demonstrate understanding of words by relating them to their synonyms and antonyms. *3<sup>rd</sup> 9 Weeks*
- d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic). *AYL*

**L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Demonstrate understanding of words by relating them to their synonyms and antonyms. *2<sup>nd</sup> 9 Weeks*
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender). *3<sup>rd</sup> 9 Weeks*

**L.3.5** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context. *1<sup>st</sup> 9 Weeks*
- b. Demonstrate understanding of words by relating them to their synonyms and antonyms. *2<sup>nd</sup> 9 Weeks*
- c. Distinguish shades of meaning among related words that describe degrees of certainty. *3<sup>rd</sup> 9 Weeks*

**L.4.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors in context. *AYL*
- b. Recognize and explain the meaning of common idioms, adages and proverbs. *4<sup>th</sup> 9 Weeks*
- c. Demonstrate understanding of words by relating them to their synonyms and antonyms. *AYL*

Kindergarten:

1<sup>st</sup> Grade:

2<sup>nd</sup> Grade:

3<sup>rd</sup> Grade:

4<sup>th</sup> Grade:

# Language

# Resources/Links

## Vocabulary Acquisition and Use

**Guiding Principle 5** Students will demonstrate understanding of word relationships and nuances in word meanings.

<p><b>L.5.5</b></p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret <b>figurative language</b>, including similes and metaphors, in context. <i>AYL</i></p> <p>b. Recognize and explain the meaning of common <b>idioms, adages and proverbs</b>. <i>4<sup>th</sup> 9 Weeks</i></p> <p>c. Demonstrate understanding of words by relating them to their <b>synonyms</b> and <b>antonyms</b>. <i>AYL</i></p>
<p><b>L.6.5</b></p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret <b>figurative language</b>, including but not limited to <b>personification</b>, in context. <i>1<sup>st</sup> 9 Weeks</i></p> <p>b. Use the relationship between particular words to better understand each of the words. <i>AYL</i></p> <p>c. Distinguish among the <b>connotations</b> of words with similar <b>denotations</b>. <i>2<sup>nd</sup> 9 Weeks</i></p>
<p><b>L.7.5</b></p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figurative language, including but not limited to <b>allusions</b>, in context. <i>1<sup>st</sup> 9 Weeks</i></p> <p>b. Use the relationship between particular words to improve understanding. <i>AYL</i></p> <p>c. Distinguish among the connotations of words with similar denotations. <i>2<sup>nd</sup> 9 Weeks/AYL</i></p>
<p><b>L.8.5</b></p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figurative language, including but not limited to <b>irony</b>, in context. <i>2<sup>nd</sup> 9 Weeks</i></p> <p>b. Use the relationship between particular words to better understand each of the words. <i>AYL</i></p> <p>c. Distinguish among the connotations of words with similar denotations. <i>2<sup>nd</sup> 9 Weeks/AYL</i></p>
<p><b>L.9- 10.5</b></p> <p><i>3<sup>rd</sup> 9 Weeks</i></p>	<p>Demonstrate understanding of <b>figurative language</b>, word relationships and nuances in word meanings.</p> <p>a. Interpret <b>figures of speech</b> in context, including but not limited to <b>euphemism and oxymoron</b>, and analyze their <b>rhetorical function</b> in the text.</p> <p>b. Analyze <b>nuances</b> in the meaning of words with similar <b>denotations</b>.</p>
<p><b>L.11- 12.5</b></p> <p><i>1<sup>st</sup> 9 Weeks</i></p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figures of speech in context, including but not limited to <b>hyperbole</b> and <b>paradox</b>, and analyze the <b>rhetorical function</b> in the text.</p> <p>b. Analyze nuances in the meaning of words with similar <b>denotations</b>.</p>

**5<sup>th</sup> Grade:**

**6<sup>th</sup> Grade:**

**7<sup>th</sup> Grade:**

**8<sup>th</sup> Grade:**

**9<sup>th</sup> & 10<sup>th</sup> Grade:**

**11<sup>th</sup> & 12<sup>th</sup> Grade:**

