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| **Tools to Know** |
| **Reading Process: Thinking within the Text** | **Comprehension: Thinking with the Text** |
| use appropriate fluency when reading grade-level text | establish purposes for reading assigned and self-selected texts | use context to determine word meaning  | generate questions about text before, during and after reading | make and confirm predictions using text features, characteristics of genre, and structure  | create mental images to deepen comprehension | monitor and adjust comprehension such as re-reading, using background knowledge asking questions and checking for visual cues and annotating | make connections to personal experiences, ideas in other texts, and society | make inferences and use evidence to support understanding | evaluate details to determine key ideas | synthesize information to create new understanding |

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| **Ways to Show: Thinking About the Meaning**  |
| **Focus**/**Genre** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **English I** | **English II** |
| **Genre Characteristics** | **Characteristics** | **Fiction** | 3.9(A) demonstrate knowledge of distinguishing characteristics of well‐known children's literature such as folk- tales, fables, fairy tales, legends, and myths | 4.9(A) demonstrate knowledge of distinguishing characteristics of well‐known children's literature such as folk-tales, fables, legends, myths, and tall tales | 5.9(A) demonstrate knowledge of distinguishing characteristics of well‐known children's literature such as folk-tales, fables, legends, myths, and tall tales  | 6.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths | 7.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction  | 8.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories | E1.7(A) read and respond to American, British, and world Literature | E2.7(A) read and analyze world literature across literary periods |
| **Structures/Features** | **Informational** | 3.9(D) recognize characteristics and structures of informa­tional text, including: (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding | 4.9(D) recognize characteristics and structures of informational text, including: (ii) features such as pronunciation guides and diagrams to support understanding  | 5.9(D) recognize characteristics and structures of informational text, including: (ii) features such as insets, timelines, and sidebars to support understanding  | 6.8(D) analyze charac­teristics and structural elements of informa­tional text, including:(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information | 7.8(D) analyze characteristics and structural elements of informational text, including: (ii) features such as references or acknowledgements | 8.8(D) analyze characteristics and structural elements of informational text, including: (ii) features such as footnotes, endnotes, and citations | E1.7(D) analyze characteristics and structural elements of informational text  | E2.7(D) analyze characteristics and structural elements of informational text  |

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| **Ways to Show: Thinking About the Meaning**  |
| **Focus**/**Genre** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **English I** | **English II** |
| **Overall Meaning** | **Purpose** | **Fiction** | 3.10(A) explain the author’s purpose and message within a text  | 4.10(A) explain the author’s purpose and message within a text  | 5.10(A) explain the author’s purpose and message within a text  | 6.9(A) explain the author’s purpose and message within a text | 7.9(A) explain the author’s purpose and message within a text | 8.9(A) explain the author’s purpose and message within a text | E1.8(A) analyze the author’s purpose, audience, and message within a text | E2.8(A) analyze the author’s purpose, audience, and message within a text |
| **Theme** | 3.8(A) infer the theme of a work, distinguishing theme from topic  | 4.8(A) infer basic themes supported by text evidence | 5.8(A) infer multiple themes within a text using text evidence  | 6.7(A) infer multiple themes within and across texts using text evidence | 7.7(A) infer multiple themes within and across texts using text evidence | 8.7(A) analyze how themes are developed through the interaction of characters and events | E1.6(A) analyze how themes are developed through characteri­zation and plot in a variety of literary texts | E2.6(A) analyze how themes are developed through characteri­zation and plot in a variety of literary texts |
| **Purpose** | **Informational** | 3.10(A) explain the author’s purpose and message within a text  | 4.10(A) explain the author’s purpose and message within a text  | 5.10(A) explain the author’s purpose and message within a text  | 6.9(A) explain the author’s purpose and message within a text | 7.9(A) explain the author’s purpose and message within a text  | 8.9(A) explain the author’s purpose and message within a text  | E1.8(A) analyze the author’s purpose, audience, and message within a text | E2.8(A) analyze the author’s purpose, audience, and message within a text |
| **Controlling Idea/Thesis** | 3.9(D) (i) [recognize] the central idea with supporting evidence  | 4.9(D) (i) [recognize] the central idea with supporting evidence | 5.9(D) (i) [recognize] the central idea with supporting evidence  | 6.8(D) (i) [analyze] the controlling idea or thesis with supporting evidence | 7.8(D) (i) [analyze] the controlling idea or thesis with supporting evidence  | 8.8(D) (i) [analyze] the controlling idea or thesis with supporting evidence  | E1.7(D) (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion | E2.7(D) (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion |
| **Ways to Show: Thinking About the Meaning**  |
| **Focus**/**Genre** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **English I** | **English II** |
| **Analysis for Deeper Meaning** | **Plot Elements** | **Fiction** | 3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution | 4.8(C) analyze plot elements, including the rising action, climax, falling action, and resolution  | 5.8(C) analyze plot elements, including rising action, climax, falling action, and resolution  | 6.7(C) analyze plot elements, including rising action, climax, falling action, resolution, and non‐linear elements such as flashback | 7.7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot | 8.7(C) analyze non‐linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development | E1.6(C) analyze non‐linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development  | E2.6(C) analyze isolated scenes and their contribution to the success of the plot as a whole  |
| **Characters** | 3.8(B) explain the relationships among the major and minor characters | 4.8(B) explain the interactions of the characters and the changes they undergo  | 5.8(B) analyze the relationships of and conflicts among the characters  | 6.7(B) analyze how the characters' internal and external responses develop the plot | 7.7(B) analyze how characters' qualities influence events and resolution of the conflict | 8.7(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict | E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils | E2.6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events |
| **Setting** | 3.8(D) explain the influence of the setting on the plot | 4.8(D) analyze the influence of the setting, including historical and cultural settings, on the plot | 5.8(D) analyze the influence of the setting, including historical and cultural settings, on the plot  | 6.7(D) analyze how the setting, including historical and cultural settings, influences character and plot development  | 7.7(D) analyze how the setting influences character and plot development | 8.7(D) explain how the setting influences the values and beliefs of characters | E1.6(D) analyze how the setting influences the theme | E2.6(D) analyze how historical and cultural settings influence the theme |
| **Organizational Patterns** | **Informational** | 3.9(D) (iii) [recognize] organizational patterns such as cause and effect and problem and solution | 4.9(D) (iii) [recognize] organizational patterns such as compare and contrast  | 5.9(D) (iii) [recognize] organizational patterns such as logical order and order of importance  | 6.8(D) (iii) [analyze] organizational patterns such as definition, classification, advantage, and disadvantage | 7.8(D) (iii) [analyze] organizational patterns that support multiple topics, categories, and subcategories | 8.8(D) (iii) [analyze] multiple organizational patterns within a text to develop the thesis | E1.7(D) (ii) [analyze] multiple organizational patterns within a text to develop the thesis | E2.7(D) (ii) [analyze] the relationship between organizational design and thesis |

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| **Ways to Show: Responding to Text** |
| describe personal connections to a variety of sources, including self-selected texts | write responses that demonstrate an understanding of a text  | use text evidence and commentary to support a response | retell, paraphrase, or summarize texts in ways that maintain meaning and logical order  | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | respond using content and newly acquired vocabulary  | discuss and write about important ideas and meanings of text | respond orally or in writing with appropriate register, vocabulary, tone, and voice (6-EII) | reflect on and adjust responses based on new evidence (6-EII) | defend or challenge the authors' claims using relevant text evidence (8-EII) |

| **Tools to Know: Writing Process** |
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|  plan a first draft  | develop drafts into a focused, structured, and coherent piece of writing | revise drafts | edit drafts using standard English/Spanish conventions | publish written work for appropriate audiences |

| **Application: Writing Process** |
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| **Focus** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **English I** | **English II** |
| **Modes of Writing** | **Informational** | 3.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | 4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | 5.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | 6.11(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft | 7.11(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft | 8.11(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft | E1.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft | E2.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft |
| **Argumentative** | 3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft | 4.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft | 5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft | 6.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft | 7.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft | 8.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft | E1.10(C) compose argumentative texts using genre characteristics and craft | E2.10(C) compose argumentative texts using genre characteristics and craft |
| **Correspondence** | 3.12(D) compose correspondence such as thank you notes or letters | 4.12(D) compose correspondence that requests information | 5.12(D) compose correspondence that requests information | 6.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure | 7.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure | 8.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure | E1.10(D) compose correspondence in a professional or friendly structure | E2.10(D) compose correspondence in a professional or friendly structure |