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SCHOOL DISTRICT

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ENGLISH LANGUAGE ARTS PROJECT TEAM UPDATE

POLICY ISSUE/SITUATION:

At the September 29, 2014 meeting, the Board charged the Superintendent to form the English Language Arts Project Team for the 2014-15 ELA curriculum review. Since the formation of the Project Team, three documents have been completed and approved by the Team. These documents are: BSD English Language Arts Literacy Position Paper, K-12 English Language Arts Learning Targets, and English Language Arts Best Practice.

ACTION:

It is recommended that the School Board receive the attached documents for review.

The ability to read, write, and communicate effectively is essential to the preservation of a democratic society. On a fundamental level, literacy is the ability to use strategies independently to construct meaning from a variety of sources, to acquire and apply knowledge using textual evidence, and to effectively communicate ideas orally and in writing. As our technological advancement and global interconnectivity continues, literacy education has become increasingly more complex. Our most compelling challenge is to prepare students with the literacy foundation needed to participate in a global society, deepen their skills as thinkers, and develop their intrinsic desire to read and write in order to achieve their goals.

If we are to meet this challenge, we must provide students with multiple opportunities to engage with and respond to rich texts that reflect the diverse backgrounds and experiences of every student. Providing reading, writing, speaking, listening, and research opportunities that purposefully balance non-fiction with fiction in a variety of contexts will promote the development of critical thinkers and culturally competent citizens. It takes a combination of methods and materials to successfully reach all children. The use of multiple instructional strategies, including evidence-based interventions, can help all students move successfully to the next level of work or study. Proficiency on learning targets and ongoing assessment of student progress will inform instruction.

Literacy instruction must reflect a progression of learning that builds skills Kindergarten through 12th grade. In order to best support teachers, purposeful, evidence-based, ongoing literacy professional development is key to improving educational practices that effectively address student literacy needs and ensures we continue to attract and retain highly qualified teachers. As content experts, teachers must have opportunities to review, design, curate, and share exemplars. Teachers need time to collaborate with colleagues at all levels, as well as access to quality resources to deepen their knowledge, instructional skills, and cultural competency to effectively meet the needs of our diverse student population.

Ultimately, literacy education is achieved through a partnership among all stakeholders: teachers, students and their families, school, and the community. The task of the Beaverton School District, then, is to create a thoughtful climate in which all students are valued for their diversity, fostered in their literacy development, motivated, and challenged to continue learning throughout their lives.

District Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

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BSD K-12 English Language Arts Learning Targets

ACADEMIC LEARNING TARGET

The learning targets are the foundation of a standards-based learning system. They describe the skills and knowledge students must master in order to succeed in each content area. Learning targets are based on Common Core State Standards (CCSS). Learning targets are consistent across the District and developed in a manner to prepare students for success in the next grade level/course.

LONG-TERM LEARNING TARGETS (ALT)

Long-term learning targets define the learning within a specific content area. Student progress on long-term learning targets is00 reported regularly.

The long-term learning targets are written with the purpose of making them understandable to parents, students and support staff. The way in which these are defined will also serve as the basis for communication across the system through reporting.

SUPPORTING LEARNING TARGETS (AST)

The supporting targets are used to define the learning necessary to become proficient on a long-term learning target. The supporting targets assist teachers with developing their instruction and assessments and will often be defined in a rubric.

This is how a teacher breaks down one or more long-term learning targets to specific teaching and learning activities. It involves unwrapping the long-term learning target to be clear about what a student needs to know and do to demonstrate proficiency.

WE

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English Language Arts (ELA), Kindergarten

(Reading) - ALT 1 - Literature

I can actively engage in literary reading activities with purpose and understanding.

AST 1.1 - (Key Ideas) - Ask, Answer: I can ask or answer questions about key details in a text.

AST 1.2 - (Key Ideas) - Retell Familiar: I can retell familiar stories including key ideas.

AST 1.3 - (Key Ideas) - Main Events: I can identify characters, setting and main events in a story.

AST 1.4 - (Craft-Structure) - Unknown Words: I can ask and answer questions about unknown words in a text.

AST 1.5 - (Craft-Structure) - Common Texts: I can recognize common types of texts (e.g. story books and poems).

AST 1.6 - (Craft -Structure) - Author-Illustrate: I can name the author and illustrator of a story and define the role of each.

AST 1.7 - (Knowledge-Ideas) - Describe Relationship: I can describe the relationship between illustrations and the story in which they appear.

AST 1.8 - (Knowledge-Ideas) - Compare-Contrast: I can compare and contrast the adventures and experiences of characters in familiar stories.

(Reading) - ALT 2 - Info Text

I can actively engage in informational text activities with purpose and understanding.

AST 2.1 - (Key Ideas) - Ask, Answer Questions: I can ask or answer questions about key details in a text.

AST 2.2 - (Key Ideas) - Identify Main Topic: I can identify the main topic and retell key details of a text.

AST 2.3 - (Key Ideas) - Describe Connection: I can describe the connection between two individuals, events, ideas or pieces of information in a text.

AST 2.4 - (Craft-Structure) - Ask, Answer: I can ask and answer questions about unknown words in a text.

AST 2.5 - (Craft-Structure) - Identify: I can identify the front cover, back cover and title page of a book.

AST 2.6 - (Craft-Structure) - Name Author, Illustration: I can name the author and illustrator of text and define the role of each in presenting the ideas or information in a text.

AST 2.7 - (Knowledge-Ideas) - Describe Relationship: I can describe the relationship between illustrations and the text in which they appear.

AST 2.8 - (Knowledge-Ideas) - Identify Reasons: I can identify the reasons an author gives to support points in a text.

AST 2.9 - (Knowledge-Ideas) - Identify Similarities: I can identify basic similarities and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures).

(Reading) - ALT 3 - Print

I can demonstrate that words are separated by spaces in print. (Foundations)

AST 3.1 - (Print Concepts) - Follow Words: I can demonstrate understanding of the organization and basic features of print.

AST 3.2 - (Print Concepts) - Recognize: I can recognize that spoken words are represented in written language by specific sequences of letters.

AST 3.3 - (Print Concepts) - Demonstrate: I can recognize that spoken words are represented in written language by specific sequences of letters.

AST 3.4 - (Print Concepts) - Recognize-Name: I can recognize and name all upper- and lowercase letters of the alphabet.

(Reading) - ALT 4 - Speak Words

I can demonstrate understanding of spoken words, syllables, and sounds. (Foundations)

AST 4.1 - (Phonemic Awareness) - Recognize, Produce: I can recognize and produce rhyming words.

AST 4.2 - (Phonemic Awareness) - Blend, Segment: I can count, pronounce, blend and segment syllables in spoken words.

AST 4.3 - (Phonemic Awareness) - Recognize Spoken Words: I can blend and segment onsets and rimes of single-syllable spoken words.

AST 4.4 - (Phonemic Awareness) - Isolate, Pronounce: I can isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in simple, one-syllable words to make new words.

AST 4.5 - (Phonemic Awareness) - Add, Substitute: I can add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

(Reading) - ALT 5 - Phonics

I can demonstrate knowledge and apply grade-level phonics and word analysis skills in decoding words. (Foundations)

AST 5.1 - (Phonemic-Word Recognize) - Demonstrate: I can demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

AST 5.2 - (Phonemic-Word Recognize) - Associate Long and Short: I can associate the long and short sounds with common spellings for the five major vowels.

AST 5.3 - (Phonemic-Word Recognize) - High-frequency Words: I can read common high-frequency words by sight.

AST 5.4 - (Phonemic-Word Recognize) - Distinguish: I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

(Reading) - ALT 6 - Sound. Letters

I can distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Foundations)

(Writing) - ALT 1 - Opinion

I can draw, dictate, and write opinion pieces on a topic or book, stating an opinion or preference.

AST 1.1 - Focus and Organizational Structure: I can tell my reader the topic or name the book I am writing about.

AST 1.2 - Elaboration: I can state my opinion or preference about the topic or book (e.g., My favorite book is...).

(Writing) - ALT 2 - Info-Explanatory

I can draw, dictate, and write informative/explanatory texts to name a topic and supply some information.

AST 2.1 - Focus and Organizational Structure: I can name the topic I am writing about.

AST 2.2 - Elaboration: I can give information about the topic.

(Writing) - ALT 3 - Narrate

I can draw, dictate, and write to narrate a single event or several loosely linked events.

AST 3.1 - Focus and Organizational Structure: I can draw, write, and dictate a single event or several loosely linked events.

AST 3.2 - Elaboration: I can tell about the events in order.

AST 3.3 - Conclusion: I can provide a reaction to what happened.

(Lang) ALT 1 - Grammar

I can demonstrate command of Standard English grammar when writing or speaking.

AST 1.1 - Upper - lowercase letters: I can print many upper- and lowercase letters.

AST 1.2 - Nouns and Verbs: I can use frequently occurring nouns and verbs.

AST 1.3 - Plural Nouns: I can form regular plural nouns.

AST 1.4 - Question Words: I can correctly use question words.

AST 1.5 – Prepositions: I can use the most frequently occurring prepositions.

AST 1.6 - Complete Sentences: I can produce and expand complete sentences.

(Lang) ALT 2 - Conventions

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

AST 2.1 - Capitalize: I can capitalize the first word in a sentence and "I".

AST 2.2 - End Punctuation: I can recognize and name end punctuation.

AST 2.3 - Phonemes: I can write a letter for most consonant and short-vowel sounds (phonemes).

AST 2.4 - Spell words Phonetically: I can spell simple words phonetically, drawing on knowledge of sound-letter relationships.

(Lang) ALT 4 - Unknown -Multiple Meaning Words

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

AST 4.1 - Meanings: I can identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

AST 4.2 - Inflections Affixes: I can use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, ful, -less) as a clue to the meaning of an unknown word.

(Language) ALT 5 - Word Relationships

With guidance and support from adults, I can explore word relationships and nuances in word meanings.

AST 5.1 - Sort: I can sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

AST 5.2 - Antonyms: I can demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

AST 5.3 - Real Life Connections: I can identify real-life connections between words and their use (e.g., note places at school that are colorful).

AST 5.4 - Meaning of Verbs: I can distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

(Language) ALT 6 - Using Words and Phrases

I can use words and phrases acquired through conversations, reading and being read and responding to texts.

(Speaking-Listening) ALT 1 - Conversation-Collaboration

I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(Speaking-Listening) ALT 2 - Integrate-Evaluate

I can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(Speaking-Listening) ALT 3 – Evaluate, Speak, Point-of-View

I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(Speaking-Listening) ALT 4 - Line of Reason

I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking-Listening) ALT 5- Display Data

I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-Listening) ALT 6 - Adapt Speech

I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts (ELA), Grade 1

(Reading) ALT 1 - Literature-Prose and Poetry

Reading Literature: With prompting and support, I can actively engage in reading prose and poetry of appropriate complexity for grade 1.

AST 1.1 - (Key Ideas) - Questions about Key Details: I can ask and answer questions about key details in a text.

AST 1.2 - (Key Ideas) - Retell Stories: I can retell stories, including key details, and demonstrate understanding of their central message or lesson.

AST 1.3 - (Key Ideas) - Describe using Key Details: I can describe characters, settings, and major events in a story, using key details.

AST 1.4 - (Craft-Structure - Identify Words: I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

AST 1.5 - (Craft-Structure - Differences of Books: I can explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

AST 1.6 - (Craft-Structure) - Identify Storyteller: I can identify who is telling the story at various points in a text.

AST 1.7 - (Knowledge-Ideas) - Use Illustrations: I can use illustrations and details in a story to describe its characters, setting, or events.

AST 1.8 - (Knowledge-Ideas) - Compare, Contrast: I can compare and contrast the adventures and experiences of characters in stories.

(Reading) ALT 2 - Informational Text

Reading Informational Text: I can, with prompting and support, read informational texts appropriately complex for grade 1.

AST 2.1 - (Key Ideas) - Questions about Key Details: I can ask and answer questions about key details in a text.

AST 2.2 - (Key Ideas) - Retell Details: I can identify the main topic and retell key details of a text.

AST 2.3 - (Key Ideas) - Describe Connections: I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

AST 2.4 - (Craft-Structure) - Ask, Answer Questions: I can ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

AST 2.5 - (Craft-Structure) - Use Text Features: I know and can use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

AST 2.6 - (Craft-Structure - Distinguish Information: I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

AST 2.7 - (Knowledge-Ideas) - Describe Key Ideas: I can use the illustrations and details in a text to describe its key ideas.

AST 2.8 - (Knowledge-Ideas) - Identify Reasons: I can identify the reasons an author gives to support points in a text.

AST 2.9 - (Knowledge-Ideas) - Identify Similarities: I can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

(Reading) ALT 3 - Grade Level

Reading Foundational Skills: I can read grade-level text with purpose, the appropriate rate, expression, and with sufficient accuracy to support comprehension.

AST 3.1 - (Print Concepts) - Demonstrate Understanding: I can demonstrate understanding of the organization and basic features of print.

AST 3.2 - (Print Concepts) - Dem. Understanding: I can recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

AST 3.3 - (Phonemic Awareness) – Distinguish Vowel Sounds: I can distinguish long from short vowel sounds in spoken single-syllable words

AST 3.4 - (Phonemic Awareness) - Orally Produce Phonemes: I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

AST 3.5 - (Phonemic Awareness) - Pronounce Phonemes: I can isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

AST 3.6 - (Phonemic Awareness) - Segment Phonemes: I can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

AST 3.7 - (Phonemic Word Recognition) - Spelling-Sound: I can know the spelling-sound correspondences for common consonant digraphs.

AST 3.8 - (Phonemic Word Recognition) - Decode: I can decode regularly spelled one-syllable words.

AST 3.9 - (Phonemic Word Recognition) - Know final --e: I can know final –e and common vowel team conventions for

AST 3.10 - (Phonemic Word Recognition) - Know Syllable Vowel: I can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

AST 3.11 - Phonemic Word Recognition) - Decode Two-Syllable: I can decode two-syllable words following basic patterns by breaking the words into syllables.

AST 3.12 - (Phonemic Word Recognition - Inflectional Ending: I can read words with inflectional endings

AST 3.13 - (Phonemic Word Recognition) - Irregularly Spelled: I can recognize and read grade-appropriate irregularly spelled words.

(Writing) ALT 1 - Opinion

I can write opinion pieces on a topic or book, stating an opinion with a reason.

AST 1.1 - Focus and Organizational Structure: Focus and Organizational Structure: I can give a topic or name of a book I am writing about and state an opinion.

AST 1.2 - Elaboration: Elaboration: I can give a reason for my opinion.

AST 1.3 - Conclusion: Conclusion: I can provide some sense of closure.

(Writing) ALT 2 - Informational-Explanatory

I can write informative/explanatory texts to name a topic and supply some facts.

AST 2.1 - Focus and Organizational Structure: Focus and Organizational Structure: I can name a topic.

AST 2.2 - Elaboration: Elaboration: I can give some facts about the topic.

AST 2.3 - Conclusion: Conclusion: I can provide some sense of closure.

(Writing) ALT 3 - Narrative

I can write narratives to recount two or more sequenced events, including some details about what happened.

AST 3.1 - Focus and Organizational Structure: Focus and Organizational Structure: I can recount two or more sequenced events.

AST 3.2 - Elaboration: Elaboration: I can include some details regarding what happened.

AST 3.3 - Transition: Transition: I can use temporal words to signal order.

AST 3.4 - Conclusion: Conclusion: I can provide some sense of closure.

(Language) ALT 1 - Grammar

I can demonstrate command of standard English grammar when writing or speaking.

AST 1.1 - Proper, Possessive Nouns: Use common, proper, possessive nouns

AST 1.2 - Plural Nouns: Use singular and plural nouns with matching verbs in basic sentences

AST 1.3 - Pronouns: Use personal, possessive, and indefinite pronouns

AST 1.4 - Verbs: Use verbs to convey a sense of past, present, and future

AST 1.5 - Adjectives: Use frequently occurring adjectives

AST 1.6 – Conjunctions: Use frequently occurring conjunctions

AST 1.7 - Determiners: Use determiners

AST 1.8 - Prepositions: Use frequently occurring prepositions

AST 1.9 - Complete Sentences: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

(Language) ALT 2 - Conventions

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

AST 2.1 - Capitalization: Capitalize dates and names of people.

AST 2.2 - Punctuation: Use end punctuation for sentences.

AST 2.3 - Commas: Use commas in dates and to separate single words in a series.

AST 2.4 - Conventional Spelling: Use conventional spelling for words with common spelling patterns, and for frequently occurring irregular words.

AST 2.5 - Spell Untaught Words: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

(Language) ALT 4 - Unknown -Multiple Meaning Words

I can 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.

AST 4.1 - Meanings: I can Use sentence-level context as a clue to the meaning of a word or phrase

AST 4.2 - Affixes: I can use frequently occurring affixes as a clue to the meaning of a word.

AST 4.3 - Root Words: I can identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

(Language) ALT 5 - Word Relationships

I can (with guidance and support from adults) demonstrate understanding of word relationships and nuances in word meanings.

AST 5.1 - Sort: I can sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

AST 5.2 - Key Attributes: I can 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).

AST 5.3 - Real Life Connections: I can identify real-life connections between words and their use (e.g., note places at home that are cozy).

AST 5.4 - Meaning of Verbs: I can distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

(Language) ALT 6 - Using Words and Phrases

I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

(Speaking- Listening) ALT 1 – Conversation-Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(Speaking - Listening) ALT 2 - Integrate-Evaluate

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(Speaking - Listening) ALT 3 – Evaluate. Speaking.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(Speaking - Listening) ALT 4 - Line of Reason

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking -Listening) ALT 5- Display Data

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-Listening) ALT 6 - Adapt Speech

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts (ELA), Grade 2

(Reading) ALT 1 - Literature

I can read and comprehend grade level literature, including stories and poetry independently

AST 1.1 - (Key Ideas) - Ask, Answer Questions: I can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

AST 1.2 - (Key Ideas) - Recount Stories: I can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

AST 1.3 - (Key Ideas) - Describe Characters: I can describe how characters in a story respond to major events and challenges.

AST 1.4 - (Craft-Structure) - Supply Rhythm, Meaning: I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a a story, poem, or song.

AST 1.5 - (Craft-Structure) - Structure of Story: I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

AST 1.6 - (Craft-Structure) - Character Point of View: I can acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

AST 1.7 - (Knowledge-Ideas) - Demonstrate Understanding: I can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

AST 1.8 - (Knowledge-Ideas) - Compare, Contrast: I can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

(Reading) ALT 2 – Informational Text

I can read and comprehend grade level informational texts, including history/social studies, science, and technical texts

AST 2.1 - (Key Ideas) - Ask, Answer Questions: I can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

AST 2.2 - (Key Ideas) - Identify Main Topic: I can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

AST 2.3 - (Key Ideas) - Describe Connection: I can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

AST 2.4 - (Craft-Structure) – Determine the Meaning of Words: I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

AST 2.5 - (Craft-Structure) - Text Features: I know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

AST 2.6 - (Craft-Structure) - Identify Main Purpose: I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.

AST 2.7 - (Knowledge-Ideas) - Clarify a Text: I can explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

AST 2.8 - (Knowledge-Ideas) - Reason Support Point: I can describe how reasons support specific points the author makes in a text.

AST 2.9 - (Knowledge-Ideas) - Compare, Contrast: I can compare and contrast the most important points presented by two texts on the same topic.

(Reading) ALT 3 - Phonics

I know and apply grade-level phonics and word analysis skills in decoding words. (Foundational Skills)

AST 3.1 - (Phonics and Word Recognition) - Distinguish Vowels: I can distinguish long and short vowels when reading regularly spelled one-syllable words.

AST 3.2 - (Phonics and Word Recognition) - Spelling-Sound Correspondence: I know spelling-sound correspondences for additional common vowel teams.

AST 3.3 - (Phonics and Word Recognition) - Decode: I can decode regularly spelled two-syllable words with long vowels.

AST 3.4 - (Phonics and Word Recognition) - Common Prefixes: I can decode words with common prefixes and suffixes.

AST 3.5 - (Phonics and Word Recognition) – Spelling - Sound Correspondences: I can identify words with inconsistent but common spelling-sound correspondences.

AST 3.6 - (Phonics and Word Recognition) - Irregularly Spelled Word: I recognize and read grade-appropriate irregularly spelled words.

(Reading) ALT 4 - Fluency

Read with sufficient accuracy and fluency to support comprehension.

AST 4.1 - (Fluency) - Purpose, Understanding: I can read grade-level text with purpose and understanding.

AST 4.2 - (Fluency) - Read Orally, Accurately: I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

AST 4.3 - (Fluency) - Use Context: I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(Writing) ALT 1 - Opinion

I can write opinion pieces on a topic or book, stating an opinion with supporting reasons.

AST 1.1 - Introduce and Opinion: I can introduce a topic or book I am writing about and state an opinion.

AST 1.2 - Elaboration: I can give reasons that support the opinion.

AST 1.3 - Links and Transitions: I can use linking words (e.g., because, and, also) to connect opinion and reasons

AST 1.4 - Conclusion: I can provide a concluding statement or section.

(Writing) ALT 2 – Informative - Explanatory

I can write informative/explanatory texts to introduce a topic and develop points.

(Writing) ALT 3 - Narrative

I can write narratives to recount a well elaborated event or a short sequence of events including details to describe actions.

AST 3.1 - Focus and Organizational Structure: I can recount two or more sequenced events.

AST 3.2 - Elaboration: I can give some details to describe actions, thoughts and feelings.

AST 3.3 - Transition: I can use temporal words to signal order.

AST 3.4 – Conclusion: I can provide some sense of closure.

(Lang) ALT 1 - Grammar

I can demonstrate command of standard English grammar when writing or speaking.

AST 1.1 - Collective Nouns: I can use of collective nouns

AST 1.2 - Irregular Plural Nouns: I can form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish)

AST 1.3 - Reflexive Pronouns: I can use reflexive pronouns (e.g., myself, ourselves)

AST 1.4 - Irregular Verbs: I can form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)

AST 1.5 - Adjectives and Adverbs: I can use adjectives and adverbs and choose between them depending on what is to be modified.

AST 1.6 - Simple and Compound Sentences: I can produce, expand, and rearrange complete simple and compound sentences.

(Language) ALT 2 - Conventions

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

AST 2.1 - Capitalization: I can capitalize holidays, product names and geographic names.

AST 2.2 - Plural Nouns: I can use commas in greetings and closings of letters.

AST 2.3 - Apostrophe: I can use an apostrophe to form contractions and frequently occurring possessives.

AST 2.4 - Spelling Patterns: I can generalize learned spelling patterns when writing words.

AST 2.5 - Reference Materials: I can consult reference materials including beginning dictionaries as needed to check and correct spellings.

(Language) ALT 3 - Knowledge of Language

I can use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.

(Language) ALT 4 - Unknown - Multiple Meaning Words

I can 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.

AST 4.1 - Meanings: I can use sentence-level context as a clue to the meaning of a word or phrase.

AST 4.2 - Prefix: I can determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

AST 4.3 - Root Words: I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

AST 4.4 - Compound Words: I can use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

AST 4.5 - Glossaries: I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

(Language) ALT 5 - Word Relationships

I can demonstrate understanding of word relationships and nuances in word meanings.

AST 5.1 - Real-Life Connections: I can identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

AST 5.2 - Meaning of Verbs: I can distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

(Language) ALT 6 - Using Words and Phrases

I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

(Speaking-Listening) ALT 1 - Conversation - Collaboration

I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(Speaking-Listening) ALT 2 – Integrate - Evaluate

I can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(Speaking-Listening) ALT 3 – Evaluate, Speak, Point of View

I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(Speaking-Listening) ALT 4 - Line of Reason

I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking-Listening) ALT 5- Display Data

I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-Listening) ALT 6 - Adapt Speech

I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Lang Arts (ELA), Grade 3

(Reading) ALT 1 - Literature

I can read and understand grade level literature, including stories, drama, and poetry independently.

AST 1.1 - (Key Ideas) - Ask, Answer Questions: I can ask and answer questions to demonstrate understanding, referring to the text.

AST 1.2 - (Key Ideas) - Recount Genres: I can recount different genres of stories (e.g. fables, folktales, and myths from diverse cultures) determining the central message and how it is conveyed through key details.

AST 1.3 - (Key Ideas) - Describe Characters: I can describe characters (e.g., traits, motivations, or feelings), and explain how their actions contribute to the sequence of events.

AST 1.4 - (Craft-Structure) - Determine Meaning: I can determine the meaning of words and phrases, distinguishing literal and non-literal language.

AST 1.5 - (Craft-Structure) - Identify Storyteller: I can refer to parts of a text, using terms such as chapter, scene, and stanza.

AST 1.6 - (Craft-Structure) - Describe Successive: I can describe how each successive part builds on earlier sections.

AST 1.7 - (Craft-Structure) - Point of View: I can distinguish my own point of view from that of the narrator/characters.

AST 1.8 - (Knowledge-Skills) - Illustrations: I can explain how illustrations contribute meaning to the story (e.g., create mood, emphasize aspects of a character or setting).

AST 1.9 - (Knowledge-Skills) - Compare, Contrast: I can compare and contrast themes, settings, and plots of stories in a series and/or from the same author about the same or similar characters.

(Reading) ALT 2 - Inform. Text

I can read and understand grade level informational text, including history, social studies, science, and technical texts independently.

AST 2.1 - (Key Ideas) - Ask, Answer Questions: I can ask and answer questions to demonstrate understanding, referring to the text.

AST 2.2 - (Key Ideas) - Determine Main Idea: I can determine the main idea of the text.

AST 2.3 - (Key Ideas) - Recount Key Details: I can recount key details and explain how they support the main idea.

AST 2.4 (Key Ideas) - Relationship between Ideas: I can describe the relationship between ideas in a text (series of historical events, scientific ideas, or steps in technical procedures) using time, sequence, and/or cause/effect.

AST 2.5 - (Craft-Structure) - Determine Meaning: I can determine the meaning of academic and domain-specific words and phrases.

AST 2.6 - (Craft-Structure) - Use Text Features: I can use text features and search tools to locate information (e.g., key words, sidebars, and hyperlinks).

AST 2.7 - (Craft-Structure) - Point of View: I can distinguish my own point of view from that of the author.

AST 2.8 - (Knowledge-Ideas) - Use Info From Illustrations: I can use information gained from illustrations (e.g., maps, photographs) and words to demonstrate understanding of the where, when, why and how of a text.

AST 2.9 - (Knowledge-Ideas) – Describe Logical Connections: I can describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence.)

AST 2.10 - (Knowledge-Ideas) – Compare Contrast: I can compare and contrast the most important points and key details in two texts on the same topic.

AST 2.11 - (Focus Organ-Structure) - Recount: I can write narrative to recount two or more sequenced events, including some details about what happened.

AST 2.12 - (Elaboration) - Include Details: I can include some details regarding what happened.

AST 2.13 - (Transition) - Use Temporal Words: I can use temporal words to signal order.

AST 2.14 - (Conclusion) - Provide Closure: I can provide some sense of closure.

(Reading) ALT 3 - Phonics and Word Recognition

Foundational: I know and can apply grade-level phonics and word analysis skills in decoding words

AST 3.1 - Long-Short Vowels: I can distinguish long and short vowels when reading regularly spelled one-syllable words.

AST 3.2 - Spelling-Sound Correspondences: I know spelling-sound correspondences for additional common vowel teams.

AST 3.3 - Two Syllable Words (long vowels): I can decode regularly spelled two-syllable words with long vowels.

AST 3.4 - Prefix and Suffix: I can decode words with common prefixes and suffixes.

AST 3.5 - ID Spelling-Sound Words: I can identify words with inconsistent but common spelling-sound correspondences.

AST 3.6 - Recognize Irregular Spellings: I can recognize and read grade-appropriate irregularly spelled words.

(Reading) ALT 4 - Fluency

Foundational: I can read with sufficient accuracy and fluency to support comprehension.

AST 4.1 - Read On-level Text: I can read on-level text with purpose and understanding.

AST 4.2 - Read On-level Texts Orally: I can read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

AST 4.3 - Using Context: I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(Writing) ALT 1 - Opinion

I can write opinion pieces on topics or texts, supporting a point of view with reasons.

AST 1.1 - Focus and Organizational Structure: I can introduce a topic or text I am writing about, state an opinion, and create an organizational structure that lists reasons.

AST 1.2 - Elaboration: I can provide reasons that support the opinion.

AST 1.3 - Transition: I can use linking words and phrases (e.g., because, therefore, since, for example) to connect my opinion and reasons.

AST 1.4 - Conclusion: I can provide a concluding statement or section.

(Writing) ALT 2 - Informative-Explanatory

I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.

AST 2.1 - Focus and Organizational Structure: I can introduce a topic and group related information and include illustrations when useful.

AST 2.2 - Elaboration: I can use facts, definitions, and details to develop a topic.

AST 2.3 - Transition: I can use linking words and phrases to connect ideas (e.g., also, another, and, more, but) within categories.

AST 2.4 - Conclusion: I can provide a concluding statement or section.

(Writing) ALT 3 - Narrative

I can write narratives to develop real or imagined experiences or events using descriptive details and clear sequences.

AST 3.1 - Focus and Organizational Structure: I can establish a situation, introduce a narrator and/or characters, and organize an event sequence.

AST 3.2 – Elaboration: I can use dialogue and descriptions of actions, thoughts, and feelings to develop events or show response of characters to situations.

AST 3.3 - Transition: I can use temporal words and phrases to signal event order.

AST 3.4 - Conclusion: I can provide a sense of closure.

(Language) ALT 1 - Grammar

I can demonstrate command of standard English grammar when writing or speaking.

AST 1.1 - Regular and Irregular Plural Nouns: I can form and use regular and irregular plural nouns

AST 1.2 - Abstract Nouns: I can use abstract nouns (e.g., childhood)

AST 1.3 - Regular-Irregular Verbs: I can form and use regular and irregular verbs

AST 1.4 - Simple Verb Tense: I can form and use simple verb tenses (e.g., I walked; I walk: I will walk)

AST 1.5 - Subject-verb Agreement: I can ensure subject-verb and pronoun-antecedent agreement

AST 1.6 - Comparative-Superlative Adverb-Adjectives: I can form and use comparative and superlative adjectives and adverbs

AST 1.7 - Conjunctions: I can use coordinating (and, but, or, yet, for, nor, so) and subordinating (e.g. after, unless, since) conjunctions

AST 1.8 - Sentences: I can produce simple, compound, and complex sentences

(Language) ALT 2 - Conventions

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

AST 2.1 - Capitalization of Titles: I can capitalize appropriate words in titles

AST 2.2 -Commas in Addresses: I can use commas in addresses

AST 2.3 - Commas and Quotation Marks: I can use commas and quotation marks in dialogue

AST 2.4 - Possessives: I can form and use possessives

AST 2.5 - Conventional Spelling: I can conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

AST 2.6 - Spelling Patterns: I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful words parts) in writing words.

AST 2.7 - Reference Materials: I can consult reference materials: including beginning dictionaries, as needed to check and correct spellings.

(Language) ALT 3 - Knowledge of Language

I can use knowledge of language and its conventions when writing, speaking, reading, or listening.

AST 3.1 - Choose Words and Phrases: I can choose words and phrases for effect

AST 3.2 - Differences between Spoken and Written: I can recognize and observe differences between the conventions of spoken and written standard English

(Lang) ALT 4 - Unknown -Multiple Meaning Words

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

AST 4.1 - Sentence-level Context: I can use sentence-level context as a clue to the meaning of a word or phrase.

AST 4.2 - Affix: I can determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat).

AST 4.3 - Root Words: I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion

AST 4.4 - Glossaries: I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

(Language) ALT 5 - Word Relationships

I can demonstrate understanding of word relationships and nuances in word meanings.

AST 5.1 - Literal and Non-literal Meanings: I can distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

AST 5.2 - Real-Life Connections: I can identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

AST 5.3 - States of Mind: I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

(Language) ALT 6 - Using Words and Phrases

I can acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

(Speaking-Listening) ALT 1 – Conversation - Collaboration

I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(Speaking-Listening) ALT 2 – Integrate - Evaluate.

I can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(Speaking-Listening) ALT 3 – Evaluate, Speak, Point of View

I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(Speaking-Listening) ALT 4 - Line of Reason

I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking-Listening) ALT 5- Display Data

I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-Listening) ALT 6 - Adapt Speech

I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Lang Arts (ELA), Grade 4

(Reading) ALT 1 - Literature

READING LITERATURE: I can read and understand literature.

AST 1.1 - (Key Ideas) - Refer to Details: I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

AST 1.2 - (Key Ideas) - Determine Theme: I can determine the theme of a story, drama, or poem from details in a text, and summarize the text.

AST 1.3 - (Key Ideas) - Describe Characters: I can describe in depth, a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

AST 1.4 - (Craft-Structure) - Determine Meaning: I can determine the meaning of words and phrases used in text, including those that allude to significant characters found in mythology.

AST 1.5 - (Craft-Structure) - Explain Major Difference: I can explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting, descriptions, dialogue, stage directions) when writing or speaking about a text.

AST 1.6 - (Craft-Structure) - Compare, Contrast: I can compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

AST 1.7 - (Knowledge-Ideas) - Make Connections: I can make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

AST 1.8 - (Knowledge-Ideas) - Compare, Contrast: I can compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

AST 1.9 - (Range of Reading) - Read, Comprehend: By the end of the year, I can read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(Reading) ALT 2 – Informational Text

READING INFORMATIONAL: I can read and understand informational texts.

AST 2.1 - (Key Ideas) - Refer to Details: I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

AST 2.2 - (Key Ideas) - Determine Main Idea: I can determine the main idea of the text and explain how it is supported by key details; summarize the text.

AST 2.3 - (Key Ideas) - Explain Events: I can explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in text.

AST 2.4 - (Craft-Structure) - Determine Meaning: I can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

AST 2.5 - (Craft-Structure) - Describe Structure: I can describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

AST 2.6 - (Craft-Structure) - Compare, Contrast: I can compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and information provided.

AST 2.7 - (Knowledge-Ideas) - Interpret Information: I can interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

AST 2.8 - (Knowledge-Ideas) - Use Reason, Evidence: I can explain how an author uses reasons and evidence to support particular points in a text.

AST 2.9 - (Knowledge-Ideas) - Integrate Information: I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

AST 2.10 - (Range Reading) - Read, Comprehend: By the end of the year, I will be able to read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(Reading) ALT 3 - Phonics

READING FOUNDATION: Phonics and Word Recognition: I know and apply grade-level phonics and word analysis skills in decoding words.

AST 3.1 - (Phonics and Word Recognition) - All Letter Sound: I can use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

(Reading) ALT 4 - Accuracy

READING FOUNDATION: Fluency: I can read with sufficient accuracy and fluency to support comprehension.

AST 4.1 - (Phonics and Word Recognition) - Use Combined Knowledge: I can use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

AST 4.2 - (Fluency) - Read Grade Level Text: I can read grade-level text with purpose and understanding.

AST 4.3 - (Fluency) - Read Grade Level Prose: I can read grade-level prose and poetry orally with accuracy, at an appropriate rate, and with expression on successive readings.

AST 4.4 - (Fluency) - Use Context: I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(Writing) ALT 1 - Opinion

I can write opinion pieces on topics or texts, supporting a point of view with reasons and information.

AST 1.1 - Focus and Organizational Structure: Focus and Organizational Structure: I can clearly introduce a topic or text, state an opinion, and create an organizational structure grouping related ideas that supports my purpose.

AST 1.2 – Elaboration: I can provide reasons for my opinion that are supported by facts and details.

AST 1.3 - Transition: I can link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

AST 1.4 - Conclusion: I can provide a concluding section or statement related to my opinion.

(Writing) ALT 2 - Informative-Explanatory

I can write informative/explanatory texts to examine a topic to convey ideas and information clearly.

AST 2.1 - Focus and Organizational Structure: I can introduce a topic, group related information into paragraphs and sections, and include formatting (e.g., headings), illustrations, or multimedia when useful.

AST 2.2 - Elaboration: I can use facts, definitions, details, examples or quotations to develop a topic.

AST 2.3 - Transition: I can use linking words and phrases to connect ideas within categories (e.g., another, for example, also, because).

AST 2.4 - Precise Language: I can use precise language and domain-specific vocabulary to inform about or explain the topic.

AST 2.5 – Conclusion: I can provide a concluding statement or section related to information or explanation presented.

(Writing) ALT 3 - Narrative

I can write narratives to develop real or imagined experiences or events using descriptive details and clear sequences.

AST 3.1 - Focus and Organizational Structure: I can establish a situation, introduce a narrator and/or characters, and organize an event sequence.

AST 3.2 - Elaboration: I can use dialogue and descriptions to develop events and/or show response of characters to situations.

AST 3.3 - Transition: I can use a variety of transitional words, phrases, and clauses to manage sequence of events.

AST 3.4 - Precise Language: I can use a variety of transitional words and phrases to manage event sequence.

AST 3.5 - Conclusion: I can provide a conclusion that follows from the experience or events.

(Language) ALT 1 - Grammar

I can demonstrate command of standard English grammar when writing or speaking.

AST 1.1 - Relative Pronouns: I can relative pronouns (who, whom, whose, which, that) and relative adverbs (where, when, why)

AST 1.2 - Progressive Verb Tenses: I can form and use the progressive verb tenses

AST 1.3 - Modal Auxiliaries: I can use modal auxiliaries to convey various conditions

AST 1.4 - Ordering Adjectives: I can order adjectives within sentences according to conventional patterns

AST 1.5 - Prepositions: I can form and use prepositional phrases

AST 1.6 - Complete Sentences I can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

AST 1.7 - Choosing Words or Phrases: I can choose words or phrases to convey ideas precisely

AST 1.8 - Formal-Informal English: I can differentiate between contexts that call for formal and informal English

(Language) ALT 2 - Conventions

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

AST 2.1 - Capitalization: I can correct capitalization

AST 2.2 - Commas and Quotations: I can use commas and quotations from speech, text and coordinating conjunctions in a compound sentence

AST 2.3 - Spelling: I can spell grade level appropriate words

AST 2.4 - Punctuation: I can choose punctuation for effect

(Language) ALT 3 - Knowledge of Language

I can use knowledge of language and its conventions when writing, speaking, reading, or listening.

AST 3.1 - Convey Ideas: I can choose words and phrases to convey ideas precisely.

AST 3.2 - Punctuation: I can choose punctuation for effect.

AST 3.3 - Differentiate between Contexts: I can differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion)

(Language) ALT 4 - Unknown – Multiple Meaning Words

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

AST 4.1 - Use Context: I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

AST 4.2 - Greek and Latin Affixes: I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

AST 4.3 - Consult Reference Materials: I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

(Language) ALT 5 - Word Relationships

I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

AST 5.1 - Similes and Metaphors: I can explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

AST 5.2 - Idioms, Adages, Proverbs: I can recognize and explain the meaning of common idioms, adages, and proverbs.

AST 5.3 - Antonyms: I can demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

(Language) ALT 6 - Using Words and Phrases

I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

(Speaking-Listening) ALT 1 – Conversation - Collaboration

I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(Speaking-Listening) ALT 2 – Integrate -Evaluate.

I can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(Speaking-Listening) ALT 3 – Evaluate, Speak. Point of View

I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(Speaking-Listening) ALT 4 - Line of Reason

I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking-Listening) ALT 5- Display Data

I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-Listening) ALT 6 - Adaptive Speech

I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts (ELA), Grade 5

(Reading) ALT 1 - Literature

I can read and understand literature.

AST 1.1 - (Key Ideas) - Use Quote: I can use quotes frequently and effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.

AST 1.2 - (Key Ideas) - Determine A Theme: I can determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.

AST 1.3 - (Key Ideas) - Compare, Contrast Character: I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

AST 1.4 - (Craft-Structure) - Figurative Language: I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

AST 1.5 - (Craft-Structure) - Structure of Story: I can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

AST 1.6 - (Craft-Structure) - Narrator's Point of View: I can describe how a narrator's or speaker's point of view influences how events are described.

AST 1.7 - (Knowledge-Ideas) - Visual Elements: I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

AST 1.8 - (Knowledge-Ideas) - Same Genre: I can compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

AST 1.9 - (Range-Reading) - Read, Comprehend: By the end of the year, I will be able to read and comprehend literature, including stories, dramas, poetry at the high end of the grades 4-5 text complexity band independently and proficiently.

(Reading) ALT 2 - Informational Text

I can read and understand informational texts.

AST 2.1 - (Key Ideas) - Quote Accurately: I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

AST 2.2 - (Key Ideas) - Two Main Ideas: I can determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

AST 2.3 - (Key Ideas) - Relationships: I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

AST 2.4 - (Craft-Structure) - Meaning of Words: I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

AST 2.5 - (Craft-Structure) - Compare, Contrast: I can compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

AST 2.6 - (Craft-Structure) - Analyze Multiple Accounts: I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

AST 2.7 - (Knowledge-Ideas) - Draw on Information: I can draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

AST 2.8 - (Knowledge-Ideas) - Reasons, Evidence: I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

AST 2.9 - (Knowledge-Ideas) - Integrate Info: I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

AST 2.10 - (Range of Reading) - Informational Text: By the end of the year, I will be able to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

(Reading) ALT 3 - Decode Words

READING FOUNDATIONAL: I know and apply grade-level phonics and word analysis skills in decoding words.

AST 3.1 - (Foundational) - Letter-Sound: I can use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

(Reading) ALT 4 - Accuracy-Fluency

READING FOUNDATIONAL: I can read with sufficient accuracy and fluency to support comprehension.

AST 4.1 - (Foundation) - On-level Text: I can read on-level text with purpose and understanding.

AST 4.2 - (Foundation) - Prose and Poetry: I can read grade-level prose and poetry orally with accuracy, at an appropriate rate, and with expression on successive readings.

AST 4.3 - (Foundation) - Word Recognition: I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(Writing) ALT 1 - Opinion

I can write opinion pieces on topics or texts, supporting a point of view with reasons and information.

AST 1.1 - Focus and Organizational Structure: I can introduce a topic or text clearly, state an opinion, and create a logical organizational structure in which ideas are logically grouped to support my purpose.

AST 1.2 - Elaboration: I can provide logically ordered reasons for my opinion that are supported by facts and details.

AST 1.3 - Transition: I can use words, phrases, and clauses (e.g., consequently, specifically) to link opinions and reasons.

AST 1.4 - Conclusion: I can provide a concluding section or statement related to my opinion.

(Writing) ALT 2 - Info-Explain

I can write informative/explanatory texts to examine a topic to convey ideas and information clearly.

AST 2.1 - Focus and Organizational Structure: I can introduce a topic, provide a general focus, group related information, and include formatting (e.g., headings), illustrations, or multimedia when useful.

AST 2.2 - Supporting Details: I can use facts, definitions, details, quotations or other relevant information to develop a topic.

AST 2.3 - Transition: I can use phrases and clauses to link ideas within and across categories (e.g., in contrast, especially).

AST 2.4 - Precise Language: I use precise language and topic-specific vocabulary to inform about or explain the topic.

AST 2.5 - Conclusion: I can provide a concluding statement or section related to information or explanation presented.

(Writing) ALT 3 - Narrative

I can write narratives to develop real or imagined experiences or events using descriptive details and clear sequences.

AST 3.1 - Focus and Organizational Structure: I can establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.

AST 3.2 - Elaboration: I can use dialogue, descriptions and pacing to develop experiences and events or show the responses of characters to situations.

AST 3.3 - Transition: I can use a variety of transitional words, phrases, and clauses to manage sequence of events.

AST 3.4 - Precise Language: I can use concrete words and phrases and sensory details to convey experiences and events precisely.

AST 3.5 - Conclusion: I can provide a conclusion that follows from the narrated experiences and events.

(Language) ALT 1 - Grammar

I can demonstrate command of Standard English grammar when writing or speaking.

AST 1.1 - Conjunction, Preposition, and Interjection: I can explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

AST 1.2 - Perfect Verb Tenses: I can form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

AST 1.3 - Sequence-States-Conditions: I can use verb tense to convey various times, sequences, states, and conditions.

AST 1.4 - Inappropriate Verb Shifts: I can recognize and correct inappropriate shifts in verb tense.

AST 1.5 - Correlative Conjunctions: I can use correlative conjunctions (e.g., either/or, neither/nor).

(Language) ALT 2 - Conventions

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

AST 2.1 - Punctuation to Separate: I can use punctuation to separate items in a series.*

AST 2.2 - Comma Use in Intro: I can use a comma to separate an introductory element from the rest of the sentence.

AST 2.3 - Comma Use to Set Off Words: I can use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

AST 2.4 - Underlining, Quotes, and Italics: I can use underlining, quotation marks, or italics to indicate titles of works.

AST 2.5 - Grade-appropriate Spelling: I can spell grade-appropriate words correctly, consulting references as needed.

(Language) ALT 3 - Knowledge of Language

I can use knowledge of language and its conventions when writing, speaking, reading, or listening.

AST 3.1 - Expand, Combine, and Reduce Sentences: I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

AST 3.2 - Compare, Contrast Varieties of English: I can compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

(Language) ALT 4 - Unknown -Multiple Meaning Words

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

AST 4.1 - Use Context: I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

AST 4.2 - Greek and Latin Affixes: I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

AST 4.3 - Consult Reference Materials: I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

(Language) ALT 5 - Word Relationships

I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

AST 5.1 - Interpret Figurative Language: I can interpret figurative language, including similes and metaphors, in context.

AST 5.2 - Idioms, Adages, and Proverbs: I can recognize and explain the meaning of common idioms, adages, and proverbs.

AST 5.3 - Use Relationship Between Words: I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

(Language) ALT 6 - Using Words and Phrases

I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

(Speaking-Listening) ALT 1 - Conversation-Collaboration

I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(Speaking-List) ALT 2 - Integrate-Evaluate

I can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(Speaking-List) ALT 3 - Evaluate Speaking POV

I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(Speaking-List) ALT 4 - Line of Reason

I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking-List) ALT 5- Display Data

I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-List) ALT 6 - Adapt Speech

I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts (ELA), Grade 6

Language ALT 1

I can use conventions and language correctly.

AST 1.1 - Conventions: I can use conventions and language to enhance my writing.

AST 1.2 - Pronouns: I can use pronouns correctly.

AST 1.3 - Spelling and Punctuation: I can spell correctly and use punctuation to set off details related to the subject.

AST 1.4 - Sentence Patterns: I can vary sentence patterns and maintain style and tone.

Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

AST 1.1 - Inferences and Analysis of Text: I can find evidence to support inferences and analysis of a text with guidance.

AST 1.2 - Main Idea-Theme-Summarize: I can provide the main idea or theme of a text and summarize the key details.

AST 1.3 - Unknown Vocabulary: I can determine or clarify the meaning of unknown vocabulary using a range of strategies (context clues, word stems, reference materials).

AST 1.4 - Plot and Character: I can describe how plot unfolds and how the characters respond.

AST 1.5 Introduction to a Text: I can describe how an individual, event, or idea is introduced and explained in a text.

Reading ALT 2

I can analyze an author's craft and structure.

AST 2.1 - Meaning of Words: I can determine the meaning of words and phrases and analyze how specific words impact meaning and tone.

AST 2.2 - Developing the Main Idea: I can analyze how a sentence, chapter, scene, or section fits into the text and helps develop the main idea, theme, setting, or plot.

AST.2.3 - Point of View: I can explain how the author develops the point of view of the narrator or speaker of a text (literary).

AST 2.4 - Author's POV Revealed in Text: I can determine an author's point of view or purpose and explain how it's revealed in the text (informational).

Reading ALT 3

I can analyze knowledge and ideas from multiple sources.

AST 3.1 - Compare-Contrast Experiences: I can compare and contrast the experiences of reading, listening to, or viewing a story, drama, or poem.

AST 3.2 - Compare-Contrast Similar Themes: I can compare and contrast how two or more works address similar themes and topics.

AST 3.3 - Information from Media: I can integrate information from different media or formats to develop a coherent understanding of a topic or issue.

AST 3.4 - Evaluate Claims: I can evaluate claims in a text that are supported by evidence and those that are not.

Research ALT 1

I can conduct effective research.

AST 1.1 - Thesis for Research: I can use a given question or thesis to guide my research.

AST 1.2 - Multiple Sources: I can gather and organize information from multiple sources.

AST.1.3 - Citations: I can report basic citation information.

Social Studies ALT 1

I can identify and describe significant events and cultures within geographic regions.

AST 1.1 - Historical and Current Events: I can demonstrate an understanding of historical and current events, people, religions, and cultures.

AST 1.2 - Geographic Tools: I can use a variety of geographic tools.

AST 1.3 - Government: I can describe different forms of government.

AST 1.4 - Economics: I can explain basic economic concepts.

Social Studies ALT 2

I can apply my knowledge to analyze information (source documents, data, maps, graphs, charts, models) and develop a relevant conclusion with appropriate evidence.

AST 2.1 - Analyze Information: I can accurately analyze information to reach a relevant conclusion.

AST 2.2 - Conclusions: I can support my conclusions with relevant evidence.

AST 2.3 - Basic Arguments: I can give basic arguments for and against an issue.

AST 2.4 - Analyze Relationships: I can analyze relationships.

Speaking-Listening ALT 1

I can engage effectively in collaborative discussions on a variety of topics and issues.

AST 1.1 - Discussion Preparation: I can come to discussions prepared.

AST 1.2 - Roles in Discussions: I can understand my role in classroom discussions.

AST 1.3 - Engagement: I can question and respond in ways that show I am engaged.

AST 1.4 - Reflection and Paraphrasing: I can demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Speaking-Listening ALT 2

I can effectively present information.

AST 2.1 - Organization: I can present information that is organized and clear.

AST 2.2 - Oral Presentations: I can use appropriate body language, eye contact, volume and speed during oral presentations.

AST 2.3 - Digital Media - Visuals: I can use digital media and/or visuals to display information.

AST 2.4 - Demonstrate Understanding: I can present information in my own words to demonstrate understanding of my topic.

Writing ALT 1

I can write arguments to support claims.

AST 1.1 - Writing Style: I can produce writing in a style appropriate to task, purpose, and audience.

AST 1.2 - Writing Process: I can use the writing process.

AST 1.3 - Claims and Evidence: I can introduce claim(s) and organize the reasons and evidence clearly.

AST 1.4 - Transitional Words: I can use transitional words and phrases to create clarity.

AST 1.5 - Conclusion: I can provide a concluding statement or section.

Writing ALT 2

I can write informative/explanatory texts.

AST 2.1 - Writing Style: I can produce writing in a style appropriate to task, purpose and audience.

AST 2.2 - Writing Process: I can use the writing process.

AST 2.3 - Introductions: I can introduce a topic and organize ideas.

AST 2.4 - Develop a Topic: I can develop a topic using relevant facts, information, and examples.

AST 2.5 - Transitional Words: I can use transitional words and phrases to create clarity.

AST 2.6 - Precise Language: I can use precise language and domain-specific vocabulary to explain the topic.

AST 2.7 - Conclusion: I can provide a concluding statement or section that supports the information.

Writing ALT 3

I can write narrative texts.

AST 3.1 - Engagement: I can engage and orient the reader in my writing.

AST 3.2 - Writing Process: I can use the writing process.

AST 3.3 - Narrative Techniques: I can use narrative techniques.

AST 3.4 - Transitional Words: can use transitional words and phrases to convey sequence.

AST 3.5 - Precise Language: I can use precise language, relevant description, and sensory details.

AST 3.6 - Conclusion: I can provide a conclusion of the narrated experiences or events.

English Language Arts (ELA), Grade 7

Language ALT 1

I can use conventions and language correctly.

AST 1.1 - Conventions: I can use conventions and language to enhance my writing.

AST 1.2 - Pronouns: I can use pronouns correctly.

AST 1.3 - Spelling and Punctuation: I can spell correctly and use punctuation to set off details related to the subject.

AST 1.4 - Sentence Patterns: I can vary sentence patterns and maintain style and tone.

Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

AST.1.1 - Inferences and Analysis: I can find multiple pieces of evidence to support inferences and analysis of a text.

AST.1.2 - Main Idea: I can provide the main idea or theme of a text and can explain how key details connect to the main idea or theme.

AST.1.3 - Unknown Vocabulary: I can determine or clarify the meaning of unknown vocabulary using a range of strategies (context clues, word stems, reference materials).

AST.1.4 - Elements of Plot: I can analyze how the elements of plot interact.

AST 1.5 - Interaction in Text: I can draw relevant connections between a series of ideas or events and explain how individuals, events, and ideas interact over the course of a text.

Reading ALT 2

I can analyze and evaluate an author's craft and structure.

AST.2.1 - Word Meaning Impact: I can determine the meaning of words and phrases and analyze how specific words impact meaning and tone.

AST 2.2 - Form and Meaning: I can analyze how the form or structure of a piece of literature contributes to its meaning.

AST 2.3 - Points of View of Characters: I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text (literary).

AST.2.4 - Author's Point of View: I can determine an author's point of view or purpose and analyze how the author's position is different from that of others (informational).

Reading ALT 3

I can analyze knowledge and ideas from multiple sources.

AST 3.1 - Compare-Contrast Different Forms: I can compare and contrast reading, listening to, or viewing a story, drama, or poem and analyze the unique techniques of each.

AST 3.2 - Compare-Contrast Similar Themes: I can compare, contrast, and accurately analyze how two or more works address similar themes or topics.

AST 3.3 - Compare-Contrast Different Media: I can compare and contrast information from different media or formats to develop a coherent understanding of a topic or issue.

AST 3.4 - Evaluate Claims: I can accurately evaluate if specific claims in a text have reasoning that is relevant and sufficient.

Research ALT 1

I can conduct effective research.

AST 1.1 - Thesis for Research: I can use a given question or thesis to guide my research.

AST.1.2 - Information from Multiple Sources: I can gather and organize information from multiple sources.

AST 1.3 - Citations: I can report basic citation information.

Social Studies ALT 1

I can identify and describe significant events, developments, and cultures within a civilization.

AST 1.1 - Historical Events: I can demonstrate an understanding of historical events, people, religions, and cultures.

AST 1.2 - Government: I can describe different forms of government.

AST 1.3 - Economics: I can explain basic economic concepts.

Social Studies ALT 2

I can apply my knowledge to analyze information (historical documents, data, maps, graphs, charts, models) and develop relevant conclusions with appropriate evidence.

AST 2.1 - Analyze for Conclusion: I can accurately analyze information to reach a relevant conclusion.

AST 2.2 - Relevant Evidence: I can support my thinking with sufficient, relevant evidence.

AST 2.3 - Basic Arguments: I can give basic arguments for and against an issue.

AST 2.4 - Analyze Relationships: I can analyze relationships.

Speaking-Listening ALT 1

I can engage effectively in collaborative discussions on a variety of topics and issues.

AST 1.1 - Discussion Prep: I can come to discussions prepared.

AST 1.2 - Role in Discussions: I can understand my role in classroom discussions.

AST 1.3 - Engagement: I can question and respond in ways that show I am engaged.

AST 1.4 - Reflection and Paraphrasing: I can demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Speaking-Listening ALT 2

I can effectively present information.

AST 2.1 - Organized and Clear: I can present information that is organized and clear.

AST 2.2 - Oral Presentation Elements: I can use appropriate body language, eye contact, volume, and speed.

AST 2.3 - Digital Media and Visuals: I can use digital media and/or visuals to display information.

AST 2.4 - Presenting Information: I can present information in my own words to demonstrate understanding of my topic.

Writing ALT 1

I can write arguments to support claims.

AST.1.1 - Writing Style: I can produce writing in a style appropriate to task, purpose, and audience.

AST 1.2 - Writing Process: I can use the writing process.

AST 1.3 - Reasons and Evidence: I can introduce claim(s), acknowledge opposing claims, and organize the reasons and evidence clearly.

AST 1.4 - Transitional Words: I can use transitional words and phrases to create clarity.

AST 1.5- Conclusion: I can provide a supportive concluding statement or section.

Writing ALT 2

I can write informative/explanatory texts.

AST 2.1 - Writing Style: I can produce writing in a style appropriate to task, purpose, and audience.

AST 2.2 - Writing Process: I can use the writing process.

AST 2.3 - Thesis Statement: I can introduce a topic clearly using a thesis statement and organize ideas.

AST 2.4 - Develop a Topic: I can develop a topic using relevant facts, information, and examples.

AST 2.5 - Transitional Words: I can use transitional words and phrases to create cohesion and clarity.

AST 2.6 - Precise Language: I can use precise language and domain-specific vocabulary to explain the topic.

AST 2.7 - Conclusion: I can provide a concluding statement or section that supports the information.

Writing ALT 3

I can write narrative texts.

AST 3.1 - Engagement: I can engage and orient the reader in my writing.

AST 3.2 - Writing Process: I can use the writing process.

AST 3.3 - Narrative Techniques: I can use narrative techniques.

AST 3.4 - Transitional Words: I can use transitional words and phrases to convey sequence.

AST 3.5 - Precise Language: I can use precise language, relevant description, and sensory details.

AST 3.6 - Conclusion: I can provide a conclusion of the narrated experiences or events.

English Language Arts (ELA), Grade 8

Language ALT 1

I can use conventions and language correctly.

AST 1.1 - Conventions: I can use conventions and language to enhance my writing.

AST 1.2 - Pronouns: I can use pronouns correctly.

AST 1.3 - Spelling and Punctuation: I can spell correctly and use punctuation to set off details related to the subject.

AST 1.4 - Sentence Patterns: I can vary sentence patterns and maintain style and tone.

Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

AST 1.1 - Inferences of Text: I can find the most relevant evidence to support analysis and inferences of a text.

AST 1.2 - Summarize Key Details of Text: I can summarize the key details, identify the central idea or theme, and begin to analyze how it develops over the course of the text.

AST 1.3 - Unknown Vocabulary: I can determine or clarify the meaning of unknown vocabulary using a range of strategies (context clues, word stems, reference materials).

AST 1.4 - Analyze Plot: I can analyze how particular parts of plot propel the action, reveal aspects of a character, or provoke a decision.

AST 1.5 - Drawing Connections: I can draw connections between a series of ideas of events and analyze how individuals, events, and ideas interact over the course of the text.

Reading ALT 2

I can analyze and evaluate an author's craft and structure.

AST 2.1 - Meaning of Words: I can determine the meaning of words and phrases and analyze how specific words impact meaning and tone (e.g. analogies or allusions to other texts).

AST 2.2 - Analyze Form for Meaning: I can analyze how the form or structure of a piece of literature contributes to its meaning.

AST 2.3 - Different Points of View: I can analyze how different points of view create effects such as suspense or humor.

AST 2.4 - Author's POV: I can determine an author's point of view or purpose and analyze how the author responds to conflicting evidence or viewpoints (informational).

Reading ALT 3

I can analyze knowledge and ideas from multiple sources.

AST 3.1 - Text and Performance: I can analyze the similarities and differences between a text and a performance and evaluate the choices made by the directors or actors.

AST 3.2 - Using Different Mediums to Present: I can evaluate the advantages and disadvantages of using different mediums to present a topic or idea.

AST 3.3 - Relevant and Sufficient Evidence: I can evaluate if specific claims in a text have reasoning that is relevant and sufficient; I can recognize when evidence is irrelevant.

AST 3.4 - Addressing Similar Themes-Topics: I can analyze how two or more works address similar themes or topics.

Research ALT 1

I can conduct effective research.

AST 1.1 - Thesis for Research: I can use a given question or thesis to guide my research.

AST 1.2 - Info from Multiple Sources: I can gather and organize information from multiple sources.

AST 1.3 - Citations: I can report basic citation information.

AST 1.4 - Presenting Information: I can present information in my own words to demonstrate understanding of my topic.

Social Studies ALT 1

I can identify and describe significant events and perspectives in US history from 1765 to Reconstruction.

AST 1.1 - US History from 1765 to Reconstruction: I can demonstrate an understanding of significant events and perspectives in US history from 1765 to Reconstruction.

AST 1.2 - Economics: I can apply basic economic concepts to US history.

Social Studies ALT 2

I can identify and explain the foundations, structures, and functions of US government.

AST 2.1 - Historical Foundations of Democracy: I can identify the historical foundations that influenced the development of US democracy.

AST 2.2 - Three Branches of Government: I can explain the structure and function of the three branches of government and the checks and balances between each branch.

AST 2.3 - Federal, State, Local Governments: I can explain the relationship between federal, state and local governments.

AST 2.4 - Civic Responsibility: I can explain the role of civic responsibility in US democracy.

Social Studies ALT 3

I can apply my knowledge to analyze information (historical documents, data, maps, graphs, charts, models) and develop a relevant conclusion with appropriate evidence.

AST 3.1 - Relevant Conclusion: I can accurately analyze information to reach a relevant conclusion.

AST 3.2 - Compelling Evidence: I support my thinking with compelling and well-organized evidence.

AST 3.3 - Detailed Arguments: I can give detailed arguments for and against an issue.

AST 3.4 - Analyze Relationships: I can analyze relationships.

Speaking-Listening ALT 1

I can engage effectively in collaborative discussions on a variety of topics and issues.

AST 1.3 - Engagement: I can question and respond in ways that show I am engaged.

AST 1.4 - Reflection and Paraphrasing: I can demonstrate understanding of multiple perspectives through reflection and paraphrasing.

AST 1.1 - Discussion Preparation: I can come to discussions prepared.

AST 1.2 - Role in Discussions: I can understand my role in collegial discussions.

Speaking-Listening ALT 2

I can effectively present information.

AST 2.1 - Organization of Information: I can present information that is organized and clear.

AST 2.2 - Oral Presentations: I can use appropriate body language, eye contact, volume, and speed during oral presentations.

AST 2.3 - Digital Media and Visuals: I can use digital media and/or visuals to display information.

AST 2.4 - Demonstrating Understanding: I can present information in my own words to demonstrate understanding of my topic.

Writing ALT 1

I can write arguments to support claims.

AST 1.1 - Writing Style: I can produce writing in a style appropriate to task, purpose, and audience.

AST 1.2 - Writing Process: I can use the writing process.

AST 1.3 - Reasons and Evidence: I can introduce claim(s), acknowledge opposing claims, provide a counter claim, and organize the reasons and evidence clearly.

AST 1.4 - Supporting Claims: I can support claim(s) with clear reasons and relevant evidence.

AST 1.5 - Transitional Words: I can use transitional words and phrases to create clarity.

Writing ALT 2

I can write informative/explanatory texts.

AST 2.1 - Writing Style: I can produce writing in a style appropriate to task, purpose, and audience.

AST 2.2 - Writing Process: I can use the writing process.

AST 2.3 - Thesis Statement: I can introduce a topic clearly using a thesis statement and organize ideas.

AST 2.4 - Develop a Topic: I can develop a topic using relevant facts, information, and examples.

AST 2.5 - Transitional Words: I can use transitional words and phrases to create cohesion and clarity.

AST 2.6 - Precise Language: I can use precise language and domain-specific vocabulary to explain the topic.

AST 2.7 - Conclusion: I can provide a concluding statement or section that supports the information.

Writing ALT 3

I can write narrative texts.

AST 3.1 - Engagement: I can engage and orient the reader in my writing.

AST 3.2 - Writing Process: I can use the writing process.

AST 3.3 - Narrative Techniques: I can use narrative techniques.

AST 3.4 - Transitional Words: I can use transitional words and phrases to convey sequence.

AST 3.5 - Precise Language: I can use precise language, relevant description, and sensory details.

AST 3.6 - Conclusion: I can provide a conclusion of the narrated experiences or events.

English Language Arts (ELA), Grade 9

Language ALT 1

I can select and apply effective words and syntax.

AST 1.1 - Spelling: I can consistently use spelling conventions/rules correctly in my writing. Errors do not impede readability.

AST 1.2 - Punctuation: I have consistent control over basic punctuation conventions: end punctuation, commas, apostrophes, quotation marks, and dialogue. Errors do not impede readability.

AST 1.3 - Grammar: I have consistent control over basic grammar conventions: subject-verb agreement, independent and dependent clauses, complete sentences (avoiding run-ons and fragments). Errors do not impede readability.

Language ALT 2

I can use correct conventions (spelling, punctuation, and grammar) in my writing.

AST 2.1 - Word Choice: I can use words throughout the entire piece that are appropriate for audience and purpose but may not always be precise. My word choice establishes an appropriate voice.

AST 2.2 - Fluid Writing: I can use sentence structure to establish the fluidity of my writing. My writing is more fluid than mechanical

Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

AST.1.1 - Inferences: I can make inferences using relevant textual evidence (details, examples, information).

AST.1.2 - Identify Central Ideas: I can summarize the key details and identify the central idea.

AST.1.3 - Unknown Vocabulary: I can determine or clarify the meaning of unknown vocabulary.

AST.1.4 - Complex Characters: I can analyze how complex characters are introduced, developed, and connected to the plot.

AST 1.5 - Identify Connections in a Text: I can identify the connections and/or the distinctions between individuals, events, and ideas in a text.

Reading ALT 2

I can analyze and evaluate an author's craft and structure.

AST.2.1 - Author's Words and Phrases: I can identify and interpret the author's use of word choice and literary devices and analyze how they shape the meaning of a text.

AST.2.2 - Structure and Meaning: I can analyze how the structure of a text influences its meaning.

AST.2.3 - Narrator's POV: I can determine how a narrator's point of view is influenced by culture and time period (literary).

AST 2.4 - Author's POV : I can determine the author's point of view or purpose and identify the argumentative strategies used (informational).

Reading ALT 3

I can evaluate how one or more works address similar themes or topics.

AST.3.1 - Representation of a Subject: I can analyze the theme in one or more diverse forms, media, or genres and determine which details are emphasized in each account.

AST.3.2 - Validity of Reasoning: I can analyze the validity of reasoning and sufficiency of evidence and identify faulty reasoning (informational).

Speaking-Listening ALT 1

I can demonstrate my understanding and listening skills through small group and in-class discussions independently or in response to a prompt.

AST.1.1 - Working with Partners: I can prepare for and participate effectively with partners, building on the ideas of others, and expressing myself clearly and persuasively.

AST.1.2 - Info in Different Formats: I can integrate and evaluate information presented in various formats

AST.1.3 - Speaker's POV: I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Speaking-Listening ALT 2

I can present information effectively.

AST.2.1 - Present Information: I can present information clearly, concisely, and logically.

AST.2.2 - Body Language-Eye Contact: I can use natural, effective body language and appropriate eye contact.

AST.2.3 - Visual Displays-Multimedia: I can make use of visual displays/multi-media to express information and enhance understanding.

AST.2.4 - Command of English: I can demonstrate my command of formal English and adapt my speech to a variety of contexts.

Writing ALT 1

I can write an argumentative piece using evidence.

AST 1.1 - Thesis Statement: I can articulate a position by writing and defending a clear thesis statement/claim in my introduction in response to a prompt.

AST 1.2 - Claims and Arguments: I can organize reasons and apply evidence in support of my claim and acknowledge arguments that run counter to my own.

AST 1.3 - Transitions: I can use basic transitions that connect ideas and evidence.

AST 1.4 - Conclusion: I can provide a conclusion that summarizes the claim and ideas.

Writing ALT 2

I can write an informative/explanatory piece using evidence.

AST 2.1 - Thesis Statement: I can present a clear thesis statement in my introduction in response to a prompt.

AST 2.2 - Organization and Topic Development: I can organize my ideas and develop the topic with relevant, sufficient concrete details.

AST 2.3 - Transitions: I can use basic transitions that connect ideas and evidence.

AST 2.4 - Conclusion: I can provide a conclusion that summarizes the topic and ideas.

Writing ALT 3

I can write narrative pieces.

AST 3.1 - Drawing in the Reader: I can draw the reader into my storyline.

AST 3.2 - Narrative Techniques: I can use narrative techniques to develop the plot and/or characters.

AST 3.3 - Sequencing Techniques: I can use effective sequencing techniques to develop plot.

AST 3.4 - Conclusion: I can develop a relevant conclusion/resolution.

Writing ALT 4

I can use the writing process to improve my writing.

AST 4.1 - Previewing Strategies: I can consistently use prewriting strategies to plan my writing.

AST 4.2 - Revisions and Feedback: I can make revisions for changes to content in response to feedback.

AST 4.3 - Proofreading: I can proofread and edit for spelling, punctuation, and grammar.

AST 4.4 - Writing Format: I can produce a polished piece of writing that is properly formatted.

English Language Arts (ELA), Grade 10

Language ALT 1

I can select and apply effective words and syntax.

AST 1.1 - Word Choice: I can use words throughout the entire piece that are appropriate for audience and purpose but may not always be precise. My word choice establishes an appropriate voice.

AST 1.2 - Fluid Writing : I can use sentence structure to establish the fluidity of my writing. My writing is more fluid than mechanical.

Language ALT 2

I can use conventions (spelling, punctuation and grammar) in my writing.

AST 2.1 - Spelling: I can consistently use spelling conventions/rules correctly in my writing. Errors do not impede readability.

AST 2.2 - Punctuation: In addition to 9th grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, and dialogue), I have consistent control over: colons and semi-colons. Errors do not impede readability.

AST 2.3 - Grammar: In addition to 9th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences - avoiding run-ons and fragments), I have consistent control over: basic phrases, pronoun antecedent agreement, and verb tenses. Errors do not impede readability.

Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

AST 1.1 - Inferences: I can make inferences using relevant textual evidence (details, examples, information).

AST 1.2 - Identify Central Ideas: I can summarize the key details and identify the central idea or theme.

AST 1.3 - Complex Characters: I can analyze how complex characters are introduced, developed, and connected to the plot or theme.

AST 1.4 - Identify Connections in a Text: I can identify the connections and/or the distinctions between individuals, events, and ideas in a text.

Reading ALT 2

I can analyze and evaluate an author's craft and structure.

AST 2.1 - Author's Use of Words: I can interpret the author's use of words and phrases (figurative, connotative, technical) and analyze how they shape meaning and tone.

AST 2.2 - Structure of a Text: I can analyze how the structure of a text (parallel plots, flashbacks, pacing) influences its meaning.

AST 2.3 - Narrator's POV: I can determine how a narrator's point of view is influenced by culture and time period (literary).

AST 2.4 - Author's POV: I can identify an author's point of view or purpose and analyze the rhetoric used (informational).

Reading ALT 3

I can evaluate how two or more works address similar themes or topics.

AST 3.1 - Analyzing Theme: I can analyze the theme in two or more diverse forms, media, or genres and determine which details are emphasized in each account.

AST 3.2 - Validity of Reasoning and Sufficiency: I can analyze the validity of reasoning and sufficiency of evidence and identify fallacious reasoning (informational).

Speaking-Listening ALT 1

I can demonstrate my understanding and listening skills through small group and in-class discussions with limited teacher facilitation and prompts.

AST 1.1 - Partners: I can prepare for and participate effectively with partners, building on the ideas of others, and expressing myself clearly and persuasively.

AST 1.2 - Evaluate Information: I can integrate and evaluate information presented in various formats.

AST 1.3 - Speaker's POV: I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Speaking-Listening ALT 2

I can demonstrate my ability to structure and present orally.

AST 2.1 - Present Information: I can present information clearly, concisely, and logically.

AST 2.2 - Body Language-Eye Contact: I can use natural, effective body language and appropriate eye contact.

AST 2.3 - Visual Displays and Multimedia: I can make use of visual displays/multi-media to express information and enhance understanding.

AST 2.4 - Command of Formal English: I can demonstrate my command of formal English and adapt my speech to a variety of contexts.

Writing ALT 1

I can write an argumentative piece using evidence.

AST 1.1 - Thesis Statement: I can articulate a position by writing and defending a clear thesis statement/claim in my introduction, which may be in response to a prompt.

AST 1.2 - Claims and Arguments: I can organize reasons and apply evidence in support of my claim and develop arguments that run counter to my own.

AST 1.3 - Transitions: I can consistently use transitions that connect ideas and evidence.

AST 1.4 - Conclusion: I can provide a conclusion that connects back to the claim and ideas.

Writing ALT 2

I can write an informative/explanatory piece using evidence.

AST 2.1 - Thesis Statement: I can present a clear thesis statement in my introduction, which may be in response to a prompt.

AST 2.2 - Organization and Topic Development: I can organize my ideas and develop the topic with relevant, purposeful, and sufficient concrete details.

AST 2.3 - Transitions: I can consistently use transitions that connect ideas and evidence.

AST 2.4 - Conclusion: I can develop a conclusion that connects back to the topic and ideas.

Writing ALT 3

I can write narrative pieces.

AST 3.1 - Drawing in the Reader: I can draw the reader into my storyline.

AST 3.2 - Narrative Techniques: I can use narrative techniques to develop the plot and/or characters.

AST 3.3 - Sequencing Techniques: I can use effective sequencing techniques to develop plot.

AST 3.4 - Conclusion: I can develop a relevant conclusion/resolution.

Writing ALT 4

I can use the writing process to improve my writing.

AST 4.1 - Pre-Writing Strategies: I can consistently use prewriting strategies to plan my writing.

AST 4.2 - Revisions and Feedback: I can make revisions for changes to content in response to feedback.

AST 4.3 - Proofreading: I can proofread and edit for spelling, punctuation, and grammar.

AST 4.4 - Polished Piece of Writing: I can produce a polished piece of writing that is properly formatted.

English Lang Arts (ELA), Grade 11

Language ALT 1

I can select and apply effective words and syntax.

AST 1.1 - Word Choice: I can choose words that are thoughtful and precise to establish an appropriate and/or engaging voice.

AST 1.2 - Fluid Writing: I can vary sentence structure for effect to enhance my writing. My writing is fluid, not mechanical.

Language ALT 2

I can use correct conventions (spelling, punctuation, and grammar) in my writing.

AST 2.1 - Spelling: I can correctly use spelling conventions/rules correctly in my writing. Errors do not impede readability.

AST 2.2 - Punctuation: In addition to 9th and 10th grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, dialogue, colons, and semi-colons), I have consistent control over: dashes and hyphen, parentheses, and ellipses. Errors do not impede readability.

AST 2.3 - Grammar Conventions: In addition to 9th and 10th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences - avoiding run-ons and fragments, basic phrases, pronoun antecedent agreement, and verb tenses), I have consistent control over: parallel structure, complex phrases, and active versus passive voice. Errors do not impede readability.

Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

AST 1.1 - Inferences: I can make inferences using relevant textual evidence (details, examples, information).

AST 1.2 - ID Central Ideas: I can summarize the key details and identify the central idea or theme.

Reading ALT 2

I can analyze and evaluate an author's craft and structure.

AST 2.1 - Author's Words and Phrases: I can identify and interpret the author's word choice and literary devices and analyze how they shape the meaning of a text

AST 2.2 - Structure and Meaning: I can analyze how the structure of a text influences its meaning.

AST 2.3 - Narrator's POV: I can determine how a narrator's point of view is influenced by culture and time period (literary).

AST 2.4 - Author's POV: I can determine the author's point of view or purpose and identify the argumentative strategies used (informational).

Reading ALT 3

I can evaluate how two or more works address similar themes or topics.

AST 3.1 - Analyze Theme: I can analyze the theme in two or more diverse forms, media, or genres and determine which details are emphasized in each account.

AST 3.2 - Validity of Reasoning: I can analyze the validity of reasoning and sufficiency of evidence and identify faulty reasoning (informational).

Speaking-Listening ALT 1

I can initiate and participate effectively in a range of collaborative discussions.

AST 1.1 - Preparation: I can come prepared in order to participate effectively.

AST 1.2 - Working with Peers: I can work with peers to set clear goals and guidelines, establishing individual roles as needed.

AST 1.3 - Promote Discussion: I can promote discussion by posing and responding to questions that verify or challenge ideas and conclusions.

AST 1.4 - Responding Thoughtfully: I can respond thoughtfully to diverse perspectives.

Speaking Listening ALT 2

I can present information effectively, using natural and appropriate body language, eye contact, volume, rate of speech, and inflection.

AST 2.1 - Presenting Content Clearly: I can present meaningful and appropriate content clearly, concisely, and logically.

AST 2.2 - Body Language-Eye Contact: I can use natural, effective body language and appropriate eye contact.

AST 2.3 - Presenting Info Diverse Formats: I can present information using diverse formats, including digital media.

AST 2.4 - Command of Formal English: I can demonstrate my command of formal English and adapt my speech to a variety of contexts.

11 Lang Arts Speak Listen AST.2.5: I can present information using diverse formats.

Writing ALT 1

I can write an argumentative piece using evidence.

AST 1.1 - Introduction: I can independently formulate, support, and communicate a clear statement/claim in my introduction.

AST 1.2 - Claims and Arguments: I can organize reasons and apply evidence in support of my claim and develop thorough arguments that run counter to my own, attempting to acknowledge strengths and limitations.

AST 1.3 - Transitions: I can consistently use appropriate transitions that connect ideas and evidence.

AST 1.4 - Conclusion: I can develop a conclusion that connects back to the claim and attempts to offer thought-provoking insight.

Writing ALT 2

I can write an informative/explanatory piece using evidence.

AST 2.1 - Thesis Statement: I can independently present a clear thesis statement in my introduction.

AST 2.2 - Organization and Topic Development: I can organize my ideas and develop the topic thoroughly with relevant, purposeful, and sufficient concrete details.

AST 2.3 - Transitions: I can consistently use appropriate transitions that connect ideas and evidence.

AST 2.4 - Conclusion: I can develop a conclusion that connects back to the topic and attempts to offer thought-provoking insight.

Writing ALT 3

I can write narrative pieces.

AST 3.1 - Engagement: I can creatively engage my audience with my beginning.

AST 3.2 - Narrative Techniques: I can use a variety of narrative techniques to develop the plot and/or characters.

AST 3.3 - Sequencing Techniques: I can use a variety of effective sequencing techniques to develop plot.

AST 3.4 - Conclusion: I can develop a relevant and insightful conclusion/resolution.

Writing ALT 4

I can use the writing process to improve my writing.

AST 4.1 - Pre-Writing Strategies: I can consistently use prewriting strategies to plan my writing according to audience and purpose.

AST 4.2 - Revisions and Feedback: I can consistently and purposefully make revisions for changes to content independently and in response to feedback.

AST 4.3 - Proofreading: I can consistently and purposefully proofread and edit for spelling, punctuation, and grammar independently and in response to feedback.

AST 4.4 - Polished Piece of Writing: I can consistently produce a polished piece of writing that is properly formatted.

English Language Arts (ELA), Grade 12

Language ALT 1

I can select and apply effective words and syntax.

AST 1.1 - Word Choice: I can choose words that are thoughtful and precise to establish an appropriate and/or engaging voice.

AST 1.2 - Sentence Structure: I can vary sentence structure for effect to enhance my writing. My writing is fluid, not mechanical.

Language ALT 2

I can use correct conventions (spelling, punctuation, and grammar) in my writing.

AST 2.1 - Spelling: I have strong control over all grade-level spelling and punctuation conventions.

AST 2.2 - Punctuation: I can use sentence structure to establish the fluidity of my writing. My writing is more fluid than mechanical.

AST 2.3 - Grammar: I have consistent control over basic grammar conventions: subject-verb agreement, independent and dependent clauses, complete sentences (avoiding run-ons and fragments). Errors do not impede readability.

Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

AST 1.1 - Inferences: I can make inferences using relevant textual evidence (details, examples, information).

AST 1.2 - ID Central Ideas: I can summarize the key details and identify the central idea or theme.

Reading ALT 2

I can analyze and evaluate an author's craft and structure.

AST 2.1 - Author's Use of Words: I can interpret the author's use of words and phrases (figurative, connotative, technical) and analyze how they shape meaning and tone.

AST 2.2 - Structure of a Text: I can analyze and evaluate how the structure of a text influences its meaning.

AST 2.3 - Narrator's POV: I can determine how a narrator's point of view shapes the content and style of a text (including satire, sarcasm, irony, and understatement); I can recognize the effect of the author's choices (literary).

AST 2.4 - Author's POV: I can identify an author's point of view and analyze the rhetorical style and its influence (informational).

Reading ALT 3

I can evaluate how two or more works address similar themes or topics.

AST 3.1 - Analyze Theme: I can analyze the theme in two or more diverse forms, media, or genres and determine which details are emphasized in each account.

AST 3.2 - Validity of Reasoning : I can analyze the validity of reasoning and sufficiency of evidence and identify faulty reasoning (informational).

Speaking Listening ALT 1

I can initiate and participate effectively in a range of collaborative discussions.

AST 1.1 - Preparation: I can come prepared in order to participate effectively.

AST 1.2 - Working with Peers: I can work with peers to set clear goals and guidelines, establishing individual roles as needed.

AST 1.3 - Promote Discussion: I can promote discussion by posing and responding to questions that verify or challenge ideas and conclusions.

AST 1.4 - Responding Thoughtfully: I can respond thoughtfully to diverse perspectives.

Speaking-Listening ALT 2

I can present information effectively, using natural and appropriate body language, eye contact, volume, rate of speech, and inflection.

AST 2.1 - Presenting Content Clearly: I can present meaningful and appropriate content clearly, concisely, and logically.

AST 2.2 - Body Language-Eye Contact: I can use natural, effective body language and appropriate eye contact.

AST 2.3 - Present Information: I can present information using diverse formats, including digital media.

AST 2.4 - Command of Formal English: I can demonstrate my command of formal English and adapt my speech to a variety of contexts.

Writing ALT 1

I can write an argumentative piece using evidence.

AST 1.1 - Thesis Statement: I can independently formulate, support, and communicate a clear, thought-provoking thesis statement/claim in my introduction

AST 1.2 - Claims and Arguments: I can organize reasons and apply evidence in support of my claim and develop thorough arguments that run counter to my own, acknowledging strengths and limitations.

AST 1.3 - Transitions: I can consistently use a variety of fluid transitions between ideas.

AST 1.4 - Conclusion: I can develop a conclusion that connects back to the claim and includes relevant insight.

Writing ALT 2

I can write an informative/explanatory piece using evidence.

AST 2.1 - Thesis Statement: I can independently present a clear and thought-provoking thesis statement in my introduction.

AST 2.2 - Narrative Techniques: I can organize my ideas and develop the topic thoroughly with relevant, purposeful, and sufficient concrete details.

AST 2.3 - Transitions: I can consistently use a variety of appropriate fluid transitions between ideas.

AST 2.4 - Conclusion: I can develop a conclusion that connects back to the topic and includes relevant insight.

Writing ALT 3

I can write narrative pieces.

AST 3.1 - Engagement: I can creatively engage my audience with my beginning.

AST 3.2 - Narrative Techniques: I can use a variety of narrative techniques to develop the plot and/or characters.

AST 3.3 - Sequencing Techniques: I can use a variety of effective sequencing techniques to develop plot.

AST 3.4 - Conclusion: I can develop a relevant and insightful conclusion/resolution.

Writing ALT 4

I can use the writing process to improve my writing.

AST 4.1 - Pre-Writing Strategies: I can consistently use prewriting strategies to plan my writing according to audience and purpose.

AST 4.2 - Revisions and Feedback: I can consistently and purposefully make revisions for changes to content independently and in response to feedback.

AST 4.3 - Proofreading: I can consistently and purposefully proofread and edit for spelling, punctuation, and grammar independently and in response to feedback.

AST 4.4 - Polished Piece of Writing: I can consistently produce a polished piece of writing that is properly formatted.

English Language Arts (ELA) Best Practice

The ELA Best Practices document summarizes the research-based strategies for instruction in literacy and language arts. While reading and writing will be taught in all content areas, the following document is crafted specifically for English Language Arts instruction. Practices have been aligned with the *5 Dimensions of Teaching and Learning;*

- *Purpose*
- *Student Engagement*
- *Curriculum and Pedagogy*
- *Assessment for Student Learning*
- *Classroom Environment and Culture*

Although specific best practices are listed under only one dimension, many could be applicable elsewhere as they reflect the inherent connections between the five dimensions. Expert ELA teachers at the elementary, middle and high school level curated instructional practices from valid research and/or professional resources in order to synthesize this report.

The ELA Best Practices is divided into six sections: Elementary Reading, Elementary Writing, Middle School Reading, Middle School Writing, High School Reading, High School Writing. *The 5 Dimensions of Teaching and Learning* serve as a framework to provide cohesive instructional practices within the system; however, the elementary, middle and high school sections provide specific guidance appropriate to each instructional and developmental level.

> *"The 5D instructional framework is a tool to help schools and districts successfully implement high-quality instructional practices. The tool can be used as the "lens" for classroom observations, as a guide for teachers, and as a reference during lesson planning and staff meetings about instructional practices."*

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Elementary Core Reading Description

Students become proficient readers when they read widely and deeply from among a broad range of high-quality, increasingly *challenging literary and informational texts. Through reading stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading a variety of informational and literary texts on the same subject and synthesizing the information, students engage in reading practices that give them the background to be better readers in all content areas. The curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. Instruction is differentiated: students who need explicit and/or additional instruction with reading strategies are provided that opportunity. Effective reading instruction is teaching students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention and knowing how to meet their needs.*

(Adapted from Oregon CCSS note on range and content found next to 10 Reading Anchor Standards and the introduction to the Foundational skills)

Purpose
The purpose of a Daily Reading Block is:
To provide students effective reading instruction and time in text to practice strategies and construct information from the texts. Lessons and strategies are related to student need, connected to the CCSS, and clearly articulated with success criteria.

Student Engagement
In reading instruction, students:
- Engage in high level comprehension and strategy work through read aloud, whole & small group lessons, and one-on-one instruction
- Choose from a wide range of accessible texts that build on/represent students' academic background, life experiences, and culture and language
- Articulate and use strategies for book selection
- Review their individual reading goals *before and after reading* and set new goals as appropriate
- Independently read and build reading stamina using interesting texts that they can either read fluently or can access with supports in place
- Engage in inquiry in order to clarify, deepen and assess their thinking
- Participate in quality discourse about texts (using protocols with scaffolded language supports)
- Compose written responses to text using evidence from text, the world and/or their experiences

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Curriculum & Pedagogy
In reading instruction, students and teachers have access to:
- Sufficient amount of engaging texts including, but not limited to: literature, informational text, picture books, grade level content, culturally and linguistically relevant texts, classics from multiple countries and perspectives, dual language resources
- Multiple levels within topics and genres
- Multiple copies of texts for whole group/small group/partner work
- Digital texts and supports

Strategies <u>teachers use</u> in order to teach learning strategies and content knowledge
During reading instruction, teachers:
- Model how to read familiar and unfamiliar text
- Implement mini-lessons and strategies based on formative assessment
- Use a gradual release of responsibility, especially for metacognitive strategies/skills
- Explicitly teach expectations and protocols for student discourse and reading behaviors using language supports and scaffolds (sentence frames, register, etc.)
- Differentiate instruction, responsively and explicitly, based on academic, cultural and linguistic needs
- Explicitly teach strategies for comprehending new vocabulary in context

Teachers responsively and explicitly teach content in reading instruction using:
- *BSD Targets (CCSS Anchor Standards #1-9)*
- *BSD Targets (CCSS Foundational Skills)*
- Lessons and strategies inclusive of the English Language Proficiency Standards

Strategies <u>students use</u> in order to access, comprehend and deepen their thinking of text
During reading instruction, students:
- Annotate text
- Use metacognitive strategies (Questioning, Monitoring Comprehension, Inferring, Predicting, Connecting, Visualizing, Summarizing and Synthesizing,)
- Develop habits of thinking through use of graphic organizers
- Monitor comprehension (word, sentence and whole text level strategies)
- Use flexible strategies to comprehend unknown vocabulary
- Engage in oral and written discourse

Within daily reading instruction, scaffolds and structures include:
- Ninety minutes of protected reading
- Whole group instruction includes multiple entry points for student access
- Small group, partner or individual reading instruction are differentiated based on individual needs
- Conferring during independent reading and/or small group instruction
- Strategy work is supported through gradual release of responsibility
- Teachers use language supports and scaffolds (sentence frames, register, etc.) to engage students in high level discourse and written response.

Assessment for Student Learning
Multiple assessment opportunities inform instruction and evaluate individual student growth.
Teachers:
- Give formative assessments based on goal(s) during whole group, small group, partner or one-on-one conferring
- Continually assess students' reading interests, attitudes and strategy use
- Use and provide opportunities for students to use rubrics/checklists to assess proficiency on grade level learning targets
- Help students reflect regularly upon their own individual reading goals

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Classroom Environment & Culture

Reading space and environment:
- Includes classroom libraries organized to facilitate successful student choice
- Include meeting place(s) for small group instruction
- Encourages discourse and interactions that reflect high expectations and a culture of inclusivity, equity, and accountability for learning
- Encourages risk-taking, collaboration and respect for thinking and learning

Materials/ Resources and Technology
- See Curriculum Pedagogy

Reading Intervention
Practices Should Mirror Best Practices in Reading Instruction AND:
- Increase intensity (through time or group size)
- Connect to CORE instruction
- Extend past the school day (through after school programs or home connections)

Reading Best Practice	References
1= Purpose **2**= Student Engagement **3**= Curriculum and Pedagogy **4**= Assessment **5**= Classroom Environment and Culture	
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1 & 3	Serafina, Frank. "Close Reading and Children's Literature." *The Reading Teacher.* Dec. 2013: 299-301. Print.
1 & 4	Ross, J.A. (2004). "Effects of running records assessment on early literacy achievement." *Journal of Educational Research*, 97(2), 186-195.
1 & 4	Popham, W. James. *Transformative Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. Print.
1 & 4	NCTE Position Statement. (2013). "Formative Assessment That Truly Informs Instruction". NCTE Assessment Task Force, http://www.ncte.org/positions/statements/formative-assessment.
1, 2, 3, 4 & 5	Allington, R. L. (2001). *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York, NY: Addison Wesley Longman
4	Wilde, Sandra. 2000. *Miscue Analysis Made Easy.* Portsmouth, NH: Heinemann
5	Elley, W.B. (1992). *How in the World Do Students Read?* The IEA Study of Reading Literacy. The Hague, the Netherlands: International Association for the Evaluation of Educational Achievement.
5	Elley, W.B., & Mangubhai, F. (1983). "The impact of reading on second language learning". *Reading Research Quarterly, XIX, 53-67*.

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English Language Arts Best Practices 2015 - Draft

Elementary Core Writing Description

Students become proficient writers when they communicate their ideas, thoughts, and opinions effectively. Proficiency can be achieved by providing students with explicit writing instruction and opportunities to practice the writing process (e.g., planning, drafting, revising, and editing) across multiple text types, content areas, and forms of writing beginning in kindergarten and continuing across the K-12 grade span. Students who receive strong writing support on the Common Core State Standards (CCSS) for Writing, beginning in early elementary, will be able to meet grade-level writing goals, experience success throughout school as proficient writers, demonstrate proficiency in writing to earn an Oregon diploma, and be college and career-ready—without the need for writing remediation. The CCSS describe what writing skills students need at each grade level and K-12 Writing describes how schools can support all students to meet CCSS Writing expectations. Effective written communication requires language use, vocabulary use, and high levels of content understanding.

(K-12 Writing -Goals Oregon K-12 Literacy Framework—Writing (Writing Framework)

Purpose

The purpose of the daily writing block is:
To give students clear writing instruction and time to practice the writing process across modes of writing.

Student Engagement:

Students are engaged in a Writing Block when:
- Students are explicitly taught expectations of student talk
- Students are supported with language scaffolds (sentence frames, formal register)
- Mentor Texts are used as instructional models of the types of writing being taught
- Students share their writing in a variety of ways (peer, small group or whole class)
- Students are conferring individually or in small groups with a teacher
- Students are independently writing pieces within a common genre/ non-genre framework
- Students can articulate what they are working on as a writer

Curriculum and Pedagogy:

Materials Needed in a Writing Block:
- Mentor Texts, paper, pens, pencils, posters as teaching tools, rubrics, writer's notebooks and graphic organizers

Tasks represented in a Writing Block:
- Units of Study are based on CCSS, ELP Standards and grade level expectations
- Mentor texts are chosen as models of the genre to be taught
- Mentor texts connect the daily lessons within the unit
- Learning Targets specifically relate to the learning within the lesson or unit
- Planning, writing, revising, editing, illustrating, storytelling, book making, sharing, reading, talking

Strategies used in a Writing Block:

- Explicit mini-lessons related to the unit plan
- Mentor Texts used as instructional tools
- Conferring among students and between teachers and student(s)
- Strategies specific to individual student need

Habits of thinking evident in a Writing Block
- All students have something to say
- All students know writing carries voice
- All students have an opportunity for choice in their writing
- All students keep an audience in mind when writing
- All students have a purpose for writing

Scaffolds and Structures within a Writing Block:
- Teachers model expectations of writing
- Students have writing goals

Assessment for Student Learning:

Pre-assessments, Formative and Self Assessments are Established within a Writing Block:
- Pre-assessments determine student learning goals and lessons for the upcoming Writing unit
- Students talk about their writing
- Students write daily
- Students can connect the learning target to their own independent writing
- Students confer with a teacher regularly to set goals and reflect on past goals
- Students confer with a teacher for in-the-moment adjustments
- Writing skills and strategies transfer across content areas
- Students and teachers use rubrics to assess writing growth
- Rubrics are explicit to lessons, standards and units
- Student share their writing with others

Classroom Environment and Culture:

Physical Arrangement:
- Floor space for gathering to share mentor texts/ mini-lessons
- Sharing space where students who are sharing writing can be least disruptive to others
- Easy access to materials (folders, books, paper, etc.)

Materials/ Resources and Technology:
- Paper, pencils, mentor texts, word processing, spelling tools, booklets, revision tools, illustration tools, writing folders equipped with writing supports

Routines and Time Management in a Writing Block:
- 45-60 minutes of consistent daily writing
- Mini lesson (10-15 minutes), individual writing time (30-40 minutes), Closure (5-10 minutes)
- Explicit teaching of Writing expectations (looks like/ sounds like)
- Teachers collaborate to plan, teach and reflect

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- Glover, Matt. *Engaging Young Writers: Preschool-grade 1*. Portsmouth, NH: Heinemann, 2009. Print.

Middle School Core Reading Description

Students read widely and deeply from among a broad range of high-quality, increasingly *challenging literary and informational texts. They read stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading a variety of informational <u>and literary</u> texts on the same subject and synthesizing the information, students engage in reading practices that give them the background to be* **better readers in all content areas**. *The curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. Instruction is differentiated: students who need explicit and/ or additional instruction with reading strategies are provided that opportunity. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

(Adapted from Oregon CCSS note on range and content found next to 10 Reading Anchor Standards and the introduction to the Foundational skills)

Purpose: Standards / Learning Targets and Teaching Points

The Vision
- Daily reading targets reflect the CCSS, ELP Standards, and differentiated needs.
- Targets are communicated visually and verbally.
- Students and teachers set and analyze success criteria based on student needs/ individual goals.
- Whole group lessons are linked and transferable to both individual and shared reading.
- Lessons are often transferable to other content areas.

Best Instructional Practices
- Teachers look at year-long outcomes when developing lessons and units.
- Tasks and activities are aligned with learning targets and specific desired outcomes.
- Texts are at grade level, are developmentally appropriate, and are culturally relevant within a broader context.
- Teachers provide daily opportunities to read from a variety of sources, with a variety of lengths including novel length text.
- Lessons are student-centered, cognitive, and interactive.
- Develop essential questions to set purpose for reading.
- Establish background knowledge and prior knowledge based on students' needs, particularly in regards to vocabulary, content, and the structure and organization of the text.
- Reading strategies are often transferable to other content areas.

Sources
- Burke, Jim. *Reading reminders : tools, tips, and techniques.* Portsmouth, NH: Boynton/Cook Publishers, 2000. Print.
- Burke, Jim. *The English Teacher's Companion*. 4th. Portsmouth, NH: Heinemann, 2013. Print.
- Hattie, John. *Visible learning : a synthesis of over 800 meta-analyses relating to achievement*. London New York: Routledge, 2009. Print.
- Jago, Carol. *Classics in the classroom : designing accessible literature lessons.* Portsmouth, NH:

Heinemann, 2004. Print.

Student Engagement: Intellectual Work/Engagement Strategies/Talk

The Vision

- Classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making).
- Strategies are in place to facilitate students' participation and access to learning.
- Materials chosen and tasks given are relevant, authentic, and holistic (big picture to components/whole to part).

Best Instructional Practices

- Reading strategies improve understanding and analysis of fiction and nonfiction text.
- Opportunities are provided for quality discussion about text, including inquiry-based analysis.
- Meaningful text-related discourse occurs in whole group, small group, or partners.
- Classroom work, both instruction and practice, includes reading, thinking, meaning-making, writing, problem-solving, and interacting with texts.
- Instruction employs a variety of practices and resources.
- Teachers scaffold learning with a gradual release of responsibility.
- Graphic organizers for synthesizing, showing thinking and partner conversation.
- Structures allow 45-60 minutes of silent reading per week, including responses to the reading in order to increase engagement and accountability.

Sources

- Burke, Jim. *The English Teacher's Companion. 4th.* Portsmouth, NH: Heinemann, 2013. Print.
- Burke, Jim. *What's the big idea? : question-driven units to motivate reading, writing, and thinking.* Portsmouth, NH: Heinemann, 2010. Print.
- Fisher, Douglas, et al. *Text-dependent questions, grades 6-12 : pathways to close and critical reading.* Thousand Oaks, California: Corwin, 2015. Print.
- Gallagher, Kelly, and Richard L. Allington. *Readicide how schools are killing reading and what you can do about it.* Portland, Me: Stenhouse Publishers, 2009. Print.

Curriculum & Pedagogy: Curriculum/Teaching Approaches and Strategies/Scaffolds for Learning

The Vision

- Instructional materials appropriately challenge and support all students, align with learning targets and content area standards, and are culturally and academically relevant.
- Instructional materials are distributed according to the needs of individual schools and their unique demographics (this includes materials being on-site and easily accessible). Equity of distribution will be achieved to assure equity of instruction.
- Instructional materials are varied and reflect not only different genres (poetry, non-fiction, prose, drama), but different cultures and media (traditional books, digital resources, film).
- Lessons reflect sturdy, replicable, and transferable protocols.

Best Instructional Practices

- Teacher models reading and thinking strategies that offer multiple entry points to the lesson.
- Reading expectations, strategies, and behaviors are explicitly modeled from a variety of written materials.
- A variety of reading and thinking strategies are explicitly taught.
- Opportunities are provided for students discuss text and explain their thinking.

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- Teacher scaffolds learning and gradually releases responsibility.

Sources

- *Burke, Jim. The English Teacher's Companion. 4th.* Portsmouth, NH: Heinemann, 2013. Print.
- Burke, Jim. *Reading reminders : tools, tips, and techniques.* Portsmouth, NH: Boynton/Cook Publishers, 2000. Print.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. Portland, ME: Stenhouse Publishers.
- Jago, Carol. *Classics in the classroom : designing accessible literature lessons. Portsmouth, NH: Heinemann, 2004. Print.*

Assessment for Student Learning: Assessment and Adjustments

The Vision

- Students assess own learning in relation to the learning targets.
- Teachers create multiple assessment opportunities and expect all students to demonstrate learning.

Best Instructional Practices

- Students and teachers set and analyze student needs/ individual goals.
- Pre-assessments are administered to gauge prior knowledge.
- Formative assessments are integrated into whole group, small group, partner and one-on-one work.
- Teachers use formative and summative assessments to inform instruction.
- Teachers and students use rubrics to assess student work.
- Formative and summative assessments include multiple opportunities.
- Teachers frequently calibrate and moderate to improve assessment practices and provide consistency.

Sources

- Chappuis, Jan. *Seven strategies of assessment for learning*. Boston: Allyn & Bacon Pearson, 2009. Print.
- Hattie, John. *Visible learning : a synthesis of over 800 meta-analyses relating to achievement*. London New York: Routledge, 2009. Print.
- Zemelman, Steven, Harvey Daniels, and Arthur A. Hyde. *Best practice : bringing standards to life in America's classrooms.* Portsmouth, NH: Heinemann, 2012. Print.

Classroom Environment & Culture: Physical Environment/Classroom Routines and Rituals/Classroom Culture

The Vision

- The physical arrangement of the room is conducive to learning.
- Classroom discourse and interactions reflect high expectations and belief about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.
- Classroom norms encourage risk-taking, collaboration and respect for thinking.

Best Instructional Practices

- Classroom configuration is flexible and allows for optimal engagement.
- Students are in a literature rich environment.
- Structures allow for frequent opportunities to check out books from school library.
- Structures allow for 45-60 minutes of silent reading per week in order to increase stamina, fluency and engagement.
- Expectations for routines and use of materials is explicitly taught.
- Teacher strives to make the classroom a safe and comfortable place where students can take risks.

Sources

- Burke, Jim. *Reading reminders : tools, tips, and techniques.* Portsmouth, NH: Boynton/Cook Publishers, 2000. Print.
- Krashen, Stephen. *The Power of Reading*. 2nd ed. Westport, CT: Libraries Unlimited, 2004. Print.
- Moss and Brookhart, Creating a Culture of Intentional Learning
- Zemelman, Steven, Harvey Daniels, and Arthur A. Hyde. *Best practice : bringing standards to life in America's classrooms.* Portsmouth, NH: Heinemann, 2012. Print.

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Middle School Core Writing Description

Students become proficient writers when they communicate their ideas, thoughts, and opinions effectively. Proficiency can be achieved by providing students with explicit writing instruction and opportunities to practice the writing process (e.g., planning, drafting, revising, editing, and publishing) across multiple text types, content areas, and forms of writing beginning in kindergarten and continuing across the K-12 grade span. Students who receive strong writing support on the Common Core State Standards (CCSS) for Writing, beginning in early elementary, will be able to meet grade-level writing goals, experience success throughout school as proficient writers, demonstrate proficiency in writing to earn an Oregon diploma, and be college and career-ready—without the need for writing remediation. The CCSS describe **What** *writing skills students need at each grade level and K-12 Writing describes* **How** *schools can support all students to meet CCSS Writing expectations. Effective* written communication requires language use, vocabulary use, and high levels of content understanding.

(K-12 Writing -Goals Oregon K-12 Literacy Framework—Writing (Writing Framework)

Purpose: Standards / Learning Targets and Teaching Points

The Vision

- Students use the writing process to communicate effectively through written expression in a variety of modes: argumentative, narrative and informative.
- Writing is thinking; students use writing to express learning, gain knowledge, demonstrate growth and communicate with the world around them.

Instructional Best Practices

- Students are shown an explicit connection between targets and instruction.
- Students' life experiences and backgrounds inform teaching points.
- Students can communicate the current learning target/objective.
- Teacher revisits learning targets throughout the lesson/unit.
- Complex targets are broken down and manageable for all students.
- Students are explicitly taught why they should write.

Sources

- Gallagher, Kelly. *Teaching adolescent writers*. Portland, Me: Stenhouse Publishers, 2006. Print.
- Hattie, John. *Visible Learning: a synthesis of over 800 meta-analyses relating to achievement*. London New York: Routledge, 2009. Print.
- Jago, C. (2001). *Beyond Standards: Excellence in the High School English Classroom.* Portsmouth, NH: Heinemann.

Student Engagement: Intellectual Work/Engagement Strategies

The Vision

- Students engage in a variety of writing strategies to meet their individual academic and social needs.
- Writing tasks are authentic and build upon previous lessons.
- Students have opportunities to write from and about their life experiences.
- Students are provided exemplars within all writing modes to model successful writing and promote learning about writing beyond middle school.

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Instructional Best Practices

- Students experience the entire writing process multiple times throughout a course.
- Students are supported with scaffolds.
- Students confer individually, in small groups, and with a teacher.
- Students are given a variety of authentic and relevant prompts and tasks.
- Students are given explicit instruction around, and opportunities to talk about their writing.

Sources

- Burke, Jim. *Writing reminders : tools, tips, and techniques*. Portsmouth, NH: Heinemann, 2003. Print.
- Gallagher, Kelly. *Write like this : teaching real-world writing through modeling & mentor texts*. Portland, Me: Stenhouse Publishers, 2011. Print.
- Kittle, Penny. *Write beside them : risk, voice, and clarity in high school writing*. Portsmouth, NH: Heinemann, 2008. Print.

Curriculum & Pedagogy: Curriculum/Teaching Approaches and Strategies/Scaffolds for Learning

The Vision

- Instructional materials are appropriately challenging and supportive for all students, are aligned with the learning targets and content area standards, and are culturally and academically relevant.
- Writing tasks are sequenced and reflect a progression of skills from 6-8 to account for developmental and intellectual growth.
- Teacher provides tools and techniques to encourage comprehension of the writing process and guide student understanding of themselves as writers.

Best Instructional Practices

- Teachers focus on each step in the writing and revision process in each writing mode.
- Students set and use writing goals to improve practice.
- Students confer with both teacher and peers.
- Time should be built into each class to write.
- Structures allow for repeated practice of writing skills.
- Teacher plans authentic prompts and tasks.
- Conventions are explicitly taught based on current task and student need.
- Teachers use write-alouds and model writing in real time in front of students in order to teach metacognition in the writing process.

Sources

- Burke, J. (2013). *The English Teacher's Companion.* Portsmouth, NH: Heinemann.
- Gallagher, Kelly. *Write like this : teaching real-world writing through modeling & mentor texts*. Portland, Me: Stenhouse Publishers, 2011. Print.
- Hattie, John. *Visible learning : a synthesis of over 800 meta-analyses relating to achievement*. London New York: Routledge, 2009. Print.
- Jago, Carol. *Cohesive Writing: Why Concept is not Enough* . Portsmouth, NH: Heinemann, 2002. Print.

Assessment for Student Learning

The Vision

- Students assess their own learning in relation to the learning targets for writing and targets that align with and promote development as writers (ie, speaking and listening).
- Teachers create varied, diverse assessment opportunities to provide students feedback in order to improve student writing proficiency.
- Teachers expect all students to demonstrate learning and the ability to self assess to improve writing in all

modes.

Instructional Best Practices
- Pre-assessments determine student learning goals and lessons for the upcoming writing unit.
- Teachers and students use rubrics and checklists for formative and summative assessment.
- Teacher uses formative assessment to guide instruction.
- Students are given opportunities to speak intellectually and reflectively about their writing.

Sources

- Chappuis, Jan. *Seven strategies of assessment for learning*. Boston: Allyn & Bacon Pearson, 2009. Print.
- Hattie, John. *Visible learning : a synthesis of over 800 meta-analyses relating to achievement*. London New York: Routledge, 2009. Print.
- Jago, Carol. *Papers, papers, papers : an English teacher's survival guide*. Portsmouth, NH: Heinemann, 2005. Print.
- Stiggins, Richard J., and Jan Chappuis. *An introduction to student-involved assessment for learning*. Boston: Pearson, 2012. Print.
- Zemelman, Steven, Harvey Daniels, and Arthur A. Hyde. *Best practice : bringing standards to life in America's classrooms.* Portsmouth, NH: Heinemann, 2012. Print.

Classroom Environment & Culture: Physical Environment/Classroom Routines and Rituals/Classroom Culture

The Vision
- The physical arrangement of the room is conducive to learning.
- Classroom discourse and interactions reflect high expectations and belief about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.
- Classroom norms encourage risk-taking, collaboration and respect for thinking.

Instructional Best Practices
- Classroom configuration is flexible and allows for optimal engagement.
- Students are in a literature rich environment.
- There is easy access to materials (folders, books, paper, etc).
- Structures allow for at least 15 minutes of consistent independent daily writing.
- Expectations for routines and use of materials are explicitly taught.
- The writing process is embedded into the classroom culture.
- Teacher strives to make the classroom a safe and comfortable place where students can take risks.

Sources

- Burke, J. (2013). *The English Teacher's Companion.* Portsmouth, NH: Heinemann.
- Gallagher, Kelly. *Teaching adolescent writers*. Portland, Me: Stenhouse Publishers, 2006. Print.
- Center for Educational Leadership. (2012). *5 Dimensions of Teaching and Learning.* University of Washington, College of Education.
- Gallagher, K. (2011). *Write Like This: Teaching Real-World Writing Through Modeling and Mentoring Texts.* Portland, ME: Stenhouse.
- Kittle, Penny. *Write beside them : risk, voice, and clarity in high school writing*. Portsmouth, NH: Heinemann, 2008. Print.
- Zemelman, Steven, and Harvey Daniels. *A community of writers : teaching writing in the junior and senior high school*. Portsmouth, NH: Heinemann, 1988. Print.

High School Core Reading Description

*Students read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They read stories, drama, poems, and myths from diverse cultures and different time periods; students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading a variety of informational <u>and literary</u> texts on the same subject and synthesizing the information, students engage in reading practices that give them the background to be **better readers in all content areas**. The curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. Instruction is differentiated: students who need explicit and/ or additional instruction with reading strategies are provided that opportunity. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

(Adapted from Oregon CCSS note on range and content found next to 10 Reading Anchor Standards and the introduction to the Foundational skills)

Purpose

The Vision
- Daily reading targets reflect the CCSS, ELP Standards, and differentiated needs
- Targets are communicated visually and verbally
- Students and teachers set and analyze success criteria based on student needs/ individual goals
- Whole group lessons are linked and transferable to both individual and shared reading
- Lessons are often transferable to other content areas

Instructional Best Practices
- Tasks and activities are aligned with learning targets and specific desired outcomes.
- Texts are at grade level, are developmentally appropriate, and are culturally relevant within a broader context.
- Teachers provide daily opportunities to read from a variety of sources.
- Lessons are student-centered, cognitive, and interactive.
- Develop essential questions to set purpose for reading.
- Establish background knowledge and prior knowledge based on students' needs, particularly in regards to vocabulary, content, and the structure and organization of the text.

Sources
- Burke, J. (2013). *The English Teacher's Companion*. Portsmouth, NH: Heinemann.
- Burke, J. (2010). *What's the Big Idea?* Portsmouth, NH: Heinemann.
- Center for Educational Leadership. (2012). *5 Dimensions of Teaching and Learning*. University of Washington, College of Education.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. Portland, ME: Stenhouse Publishers.
- Jago, C. (2011). *With Rigor for All* (2nd ed.). Portsmouth, NH: Heinemann.

- Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best Practice: Bringing Standards to Life in America's Classrooms.* Portsmouth, NH: Heinemann.

Student Engagement

The Vision

- Classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making).
- Strategies are in place to facilitate students' participation and access to learning.
- Materials chosen and tasks given are relevant, authentic, and holistic (big picture to components/whole to part).

Instructional Best Practices

- Create engaging before, during, and after reading strategies.
- Give students choice in reading materials.
- Balance complex texts with easier ones
- Instruction is given for metacognitive activities.
- Instructional strategies and texts employ students' academic backgrounds, life experiences, cultures and language to support rigor and cultural dynamics.
- Teacher models the strategies that proficient readers use.
- Teacher utilizes read-aloud opportunities to ensure that all students have access to learning and to engage students in the disciplinary habits of thinking, for explicit teaching of strategies, and to scaffold gradual release of responsibility.
- Students learn through student talk activities that employ substantive and intellectual thinking.

Sources

- Burke, J. (2013). *The English Teacher's Companion*. Portsmouth, NH: Heinemann.
- Burke, J. (2010). *What's the Big Idea?* Portsmouth, NH: Heinemann.
- Center for Educational Leadership. (2012). *5 Dimensions of Teaching and Learning*. University of Washington, College of Education.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. Portland, ME: Stenhouse Publishers.
- Jago, C. (2011). *With Rigor for All* (2nd ed.). Portsmouth, NH: Heinemann.
- Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best Practice*: *Bringing Standards to Life in America's Classrooms*. Portsmouth, NH: Heinemann.

Curriculum & Pedagogy

The Vision

- Instructional materials appropriately challenge and support all students, align with learning targets and content area standards, and are culturally and academically relevant.
- Instructional materials are distributed according to the needs of individual schools and their unique demographics (this includes materials being on-site and easily accessible).
- Instructional materials are eclectic and reflect not only different genres (poetry, non-fiction, prose, drama), but, also different cultures and media (traditional books, digital resources, film).
- Lessons reflect sturdy, replicable, and transferable structures

Instructional Best Practices

- Teach reading as thinking.
- Instruction employs a variety of instructional practices and resources to support the diverse learning styles

of all students.
- Instruction, including questioning strategies, moves students to higher level thinking skills including analysis and synthesis.
- Teacher structures lessons with scaffolding and utilizes a gradual release of control to allow students greater independence and opportunities to show individual growth and acquisition of skills.
- Teachers will explicitly model and teach students the reading process (including pre, during and post-reading strategies).
- Students engage in regular, authentic discussions about the text.
- Texts grow progressively more complex throughout the course of study.
- Instruction includes strategies for reading a variety of media for various purposes.

Sources

- Burke, J. (2001*). Illuminating Text: How to Teach Students to Read the World*. Portsmouth, NH: Heinemann.
- Burke, J. (2013). *The English Teacher's Companion*. Portsmouth, NH: Heinemann.
- Burke, J. (2010). *What's the Big Idea?* Portsmouth, NH: Heinemann.
- Center for Educational Leadership. (2012). *5 Dimensions of Teaching and Learning.* University of Washington, College of Education.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12.* Portland, ME: Stenhouse Publishers.
- Jago, C. (2011). *With Rigor for All* (2nd ed.). Portsmouth, NH: Heinemann.
- Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best Practice: Bringing Standards to Life in America's Classrooms*. Portsmouth, NH: Heinemann.

Assessment for Student Learning

The Vision

- Students assess own learning in relation to the learning targets.
- Teachers create multiple assessment opportunities and expect all students to demonstrate learning.

Instructional Best Practices

- Teacher uses formative and summative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.
- Multiple opportunities are provided for students to show proficiency including formative and summative assessments through a variety of products.
- Teacher provides strategies for students to self-assess their metacognition and their comprehension of the text.
- Teachers will assess before, during, and after students read.
- Assessments are authentic and foster student learning and thinking to promote the appreciation of reading.
- Learning involves constructing ideas, expressions in a variety of forms, and opportunities for reflection.
- Students use assessment data to set learning goals and measure individual progress.
- Students are encouraged to "go beyond" the text to see connections between the reading, their lives and the world at large.

Sources
- Burke, J. (2001). *Illuminating Text: How to Teach Students to Read the World*. Portsmouth, NH: Heinemann.
- Burke, J. (2013). *The English Teacher's Companion*. Portsmouth, NH: Heinemann.
- Burke, J. (2010). *What's the Big Idea?* Portsmouth, NH: Heinemann.
- Center for Educational Leadership. (2012). *5 Dimensions of Teaching and Learning.* University of Washington, College of Education.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12.* Portland, ME: Stenhouse Publishers.
- Jago, C. (2011). *With Rigor for All* (2nd ed.). Portsmouth, NH: Heinemann.
- Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best Practice: Bringing Standards to Life in America's Classrooms*. Portsmouth, NH: Heinemann.

Classroom Environment & Culture

The Vision
- The physical arrangement of the room is conducive to learning.
- Classroom discourse and interactions reflect high expectations and belief about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.
- Classroom norms encourage risk-taking, collaboration and respect for thinking.

Instructional Best Practices
- Teacher creates a respectful environment for all students to learn.
- Classroom environment facilitates independent and group learning and provides access to materials and routines which support independent learning.
- Instruction includes time and protocols to encourage student collaborative talk and risk-taking.
- Learning is interactive, sociable, collaborative, democratic and indicative of best practices.
- Classroom environment reflects accessible resources including a classroom/school library, displays of student work, displays of relevant information, and access to various media resources.

Sources
- Burke, J. (2013). *The English Teacher's Companion*. Portsmouth, NH: Heinemann.
- Burke, J. (2010). *What's the Big Idea?* Portsmouth, NH: Heinemann.
- Center for Educational Leadership. (2012). *5 Dimensions of Teaching and Learning*. University of Washington, College of Education.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12.* Portland, ME: Stenhouse Publishers.
- Jago, C. (2011). *With Rigor for All* (2nd ed.). Portsmouth, NH: Heinemann.
- Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best Practice: Bringing Standards to Life in America's Classrooms*. Portsmouth, NH: Heinemann.

High School Core Writing Description

*Students become proficient writers when they communicate their ideas, thoughts, and opinions effectively. Proficiency can be achieved by providing students with explicit writing instruction and opportunities to practice the writing process (e.g., planning, drafting, revising, and editing) across multiple text types, content areas, and forms of writing beginning in kindergarten and continuing across the K-12 grade span. Students who receive strong writing support on the Common Core State Standards (CCSS) for Writing, beginning in early elementary, will be able to meet grade-level writing goals, experience success throughout school as proficient writers, demonstrate proficiency in writing to earn an Oregon diploma, and be college and career-ready—without the need for writing remediation. The CCSS describes **what** writing skills students need at each grade level. K-12 Writing describes **how** schools can support all students to meet CCSS Writing expectations. Effective written communication requires language use, vocabulary use, and high levels of content understanding.*

(K-12 Writing -Goals Oregon K-12 Literacy Framework—Writing (Writing Framework)

Purpose

The Vision

- Students use the writing process to communicate effectively through written expression in a variety of modes: argumentative, narrative and informative.
- Writing is thinking; students use writing to express learning, gain knowledge, demonstrate growth and communicate with the world around them .

Instructional Best Practices

- Tasks and activities are aligned with learning targets and specific desired outcomes.
- Clearly communicate connections to standards and past and future learning.
- Writing tasks are grade level and intellectually appropriate and authentic to students' experiences.

Sources

- Burke, J. (2013). *The English Teacher's Companion.* Portsmouth, NH: Heinemann.
- Center for Educational Leadership. (2012). *5 Dimensions of Teaching and Learning*. University of Washington, College of Education
- Gallagher, K. (2011). *Write Like This: Teaching Real-World Writing Through Modeling and Mentoring Texts.* Portland, ME: Stenhouse.

Student Engagement

The Vision

- Students engage in a variety of writing strategies to meet their individual academic and social needs.
- Writing tasks are authentic and build upon previous lessons.
- Students have opportunities to write from and about their life experiences.
- Students are provided exemplars within all writing modes to model successful writing and promote learning about writing beyond high school.

Instructional Best Practices

- Formative and summative assessments include multiple opportunities and reflect the learning of a variety of skills based on student need.

- Students participate in metacognitive activities to develop revision and editing skills.
- Instructional strategies and materials capitalize on students' academic backgrounds, life experiences, cultures and language to support rigor, reflect cultural dynamics, and encourage authentic writing.
- Students talk one-on-one about their writing and engage in class-wide discussion to develop their writing.
- Give students choices in the majority of their writing topics.

Sources

- Burke, J. (2013). *The English Teacher's Companion.* Portsmouth, NH: Heinemann.
- Center for Educational Leadership. (2012). *5 Dimensions of Teaching and Learning.* University of Washington, College of Education
- Gallagher, K. (2011). *Write Like This: Teaching Real-World Writing Through Modeling and Mentoring Texts.* Portland, ME: Stenhouse.
- Smith, M., J. Wilhelm, J. Fredrickson. (2012). *Oh, Yeah?!: Putting Argument to Work Both in School and Out.* Portsmouth, NH: Heinemann.

Curriculum & Pedagogy

The Vision

- Instructional materials are appropriately challenging and supportive for all students, are aligned with the learning targets and content area standards, and are culturally and academically relevant.
- Writing tasks are sequenced and reflect a progression of skills from 9-12 to account for developmental and intellectual growth.
- Teacher provides tools and techniques to encourage comprehension of the writing process and guide student understanding of themselves as writers.

Instructional Best Practices

- Use models to teach revision and the writing process.
- Provide frameworks, models, and scaffolding to develop more sophisticated written expression. Models should include teacher, student, and real-world writing samples.
- Develop varied, authentic writing opportunities that challenge students to improve their writing skills.
- Implement a writing workshop model, including conferencing with the teacher and with other students.

Sources

- Burke, J. (2013). *The English Teacher's Companion.* Portsmouth, NH: Heinemann.
- Center for Educational Leadership. (2012). *5 Dimensions of Teaching and Learning.* University of Washington, College of Education
- Gallagher, K. (2011). *Write Like This: Teaching Real-World Writing Through Modeling and Mentoring Texts.* Portland, ME: Stenhouse.
- Jago, C. (2001). *Beyond Standards: Excellence in the High School English Classroom.* Portsmouth, NH: Heinemann.
- Kittle, P. (2008). *Write Beside Them.* Portsmouth, NH: Heinemann.
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Assessment for Student Learning

The Vision

- Students assess their own learning in relation to the learning targets for writing and targets that align with and promote development as writers (i.e., speaking and listening).
- Teachers create varied, diverse assessment opportunities to provide students feedback in order to improve student writing proficiency.

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English Language Arts Best Practices 2015 - Draft

- Teachers expect all students to demonstrate learning and the ability to self assess to improve writing in all modes.

Instructional Best Practices
- Students have multiple opportunities to demonstrate proficiency across writing modes.
- Teacher uses formative and interim assessments to make instructional adjustments, modify future lessons, and give targeted feedback to students.
- Students use assessment data to set learning goals and measure individual progress.
- Teachers assure the reliability of the scoring of writing via collaboration and moderation.
- There is an established audience for student work.
- Feedback is given at a time that is either instructionally relevant or useful for subsequent assignments.

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Classroom Environment & Culture

The Vision
- The physical arrangement of the room is conducive to learning.
- Classroom discourse and interactions reflect high expectations and belief about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.
- Classroom norms encourage risk-taking, collaboration and respect for thinking.

Instructional Best Practices
- Teacher creates a respectful, safe and supportive environment for all students to learn through facilitation.
- Classroom environment facilitates independent and group learning.
- Students experience clear classroom routines and rituals, especially writing every day.
- Teachers provide instruction and support of group processes to promote student engagement and growth.

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