

Fairbanks North Star Borough School District

Revised Student Learner Objectives Based
Upon AKSS for English/ Language Arts

Grades K – 12



Kindergarten

Learner Objectives and Vocabulary

READING			
Reading Literature	Informational Text	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. With prompting and support, ask and answer questions about a literary text using key details from the text.	1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.	With peers and adults in small and larger groups.	<ul style="list-style-type: none"> • Main idea • Retell • Informational Text • Fiction • Non-Fiction
2. With prompting and support, retell familiar stories, using key details.	2. With prompting and support, identify the main topic and retell key details of a text.		
3. With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
Craft & Structure (CS)			
4. Ask and answer questions about unknown words in a text.	4. With prompting and support, ask and answer questions about unknown words in a text.		
5. Identify common types of texts (e.g., picture books, stories, poems, songs).	5. Identify the front cover, back cover, and title page of a book		
6. With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.	6. Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.		
Integration of Knowledge & Ideas (IK)			
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story.	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		
8. (Not applicable to literature)	8. With prompting and support, identify the opinions an author states in a text.		<ul style="list-style-type: none"> • Opinion
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).		

Range of Reading and Level of Text Complexity (RR)			
10. Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.	10. Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.		

Reading Standards: Foundational Skills For K-5		FNSBSD Additional Objectives	Essential Vocabulary
Print Concepts			
1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and age-y-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 		<ul style="list-style-type: none"> • Understand the concepts of letter, word and sentence • Recognize and name all upper and lowercase letters of the alphabet in random order • Differentiate consonants and vowels 	
Phonological Awareness			
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</p>		<ul style="list-style-type: none"> • Segment sentences into words * • Hear, say, and generate rhyming words • Count and clap syllables 	
Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 			

Fluency		
4. Read emergent-reader texts with purpose and understanding.		

WRITING		
Writing Standards	FNSBSD Additional Objectives	Essential Vocabulary
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).		• Opinion
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Student will “read” own writing.	• Preference
3. Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.		• Sequence
Production and Distribution of Writing		
4. (Begins in Grade 3).		
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).		• Summarize
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
9. (Begins in Grade 4).		
Range of Writing		
10. (Begins in Grade 3).		

Grade 1

Learner Objectives and Vocabulary

SPEAKING AND LISTENING		
Speaking and Listening Standards	FNSBSD Additional Objectives	Essential Vocabulary
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 		
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.		
5. Add drawings or other visual displays to descriptions as desired to provide additional details.		
6. Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.		

LANGUAGE		
Language Standards	FNSBSD Additional Objectives	Essential Vocabulary
Conventions of Standards English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. 		<ul style="list-style-type: none"> Upper Case Lower Case

Grade 1

Learner Objectives and Vocabulary

<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence, the first letter of the student's name, and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 		<ul style="list-style-type: none"> • Capitalize • Punctuation • Vowel • Consonant
Knowledge of Language		
3. (Begins in Grade 2).		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. 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. 	Write first and last name with correct capitalization.	
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). <p>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>		
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		

Grade 1

Learner Objectives and Vocabulary

READING			
Reading Literature	Informational Text	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. Ask and answer questions about a literary text using key details from the text.	1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.	Acquire new information while reading. Infer cause and effect as implied in the text.	<ul style="list-style-type: none"> • Inference • Retell • Summarize • Detail
2. Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.	2. Identify the main topic or author's purpose (e.g., to teach or tell us about...) and retell key details of a text.	Express personal connections through discussion.	<ul style="list-style-type: none"> • Fiction • Non-fiction
3. Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Infer cause and effect as implied in the text.	<ul style="list-style-type: none"> • Setting • Character • Major Event
Craft & Structure (CS)			
4. Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		
5. Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.	5. Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text.		<ul style="list-style-type: none"> • Poetry • Point of view • Genre
6. Identify who is telling the story at various points in the text (e.g., a character in the text, a narrator/story teller).	6. Distinguish between information provided by photos or other graphics and information provided by the words in a text.	Sequence three events.	
Integration of Knowledge & Ideas (IK)			
7. Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.	7. Use the illustrations and details in a text to describe its key ideas.		<ul style="list-style-type: none"> • Problem • Solution
8. (Not applicable to literature)	8. Identify the opinions an author states to support points in a text.		

9. With prompting and support, compare and contrast the adventures and experiences of characters in stories.	9. Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).		<ul style="list-style-type: none"> • Compare • Contrast
Range of Reading and Level of Text Complexity (RR)			
10. With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for Grade 1.	10. With prompting and support, read informational texts on a range of topics appropriately complex for Grade 1, with scaffolding as needed.	Recognize authors and illustrators.	
		Make predictions as to what will happen next.	<ul style="list-style-type: none"> • Predict
		Identify and choose just-right books.	
		Participate in self-selected reading of appropriate level extending to 20 min.	
		Read independently for up to 20 min.	

Reading Standards: Foundational Skills For K-5		FNSBSD Additional Objectives	Essential Vocabulary
Print Concepts			
1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 		Understand one-to-one correspondence between spoken and written words.	
Phonological Awareness			
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 			

Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • Understand alphabetical order. • Know the spelling-sound correspondences for common blends (eg., dr, ble, st). • Self-monitor and correct for accuracy using 3-cueing systems (meaning, structural and visual). 	<ul style="list-style-type: none"> • Syllable • Vowel Team Conventions
Fluency		
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • Recognize and use concept words (e.g., color names, number words, days of the week, months of the year). • Develop an increasing bank of sight words including content specific words (e.g., science, social studies, holiday). 	
WRITING		
Writing Standards	FNSBSD Additional Objectives	Essential Vocabulary
Text Types and Purposes		
<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).</p>	<ul style="list-style-type: none"> • Be aware of intended audience when writing. • Use writing to convey thoughts. 	<ul style="list-style-type: none"> • Opinion
<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).</p>		<ul style="list-style-type: none"> • Facts

3. Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).	Understand that varying types of poetry can be used as a means of communication or describe feelings or images.	<ul style="list-style-type: none"> • Sequence (d) • Details • Linking Words • Signal Words
Production and Distribution of Writing		
4. (Begins in Grade 3).		
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.	Choose topics that are personally significant.	<ul style="list-style-type: none"> • Topic • Respond • Concrete • Sensory Details
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> • Share work with an audience. • Publish a minimum of one product per quarter. 	<ul style="list-style-type: none"> • Collaboration
	<ul style="list-style-type: none"> • Change content for clarity and originality. • Add details to strengthen writing. • Revise writing for meaning, correctness, and clarity. 	<ul style="list-style-type: none"> • Revise • Format • Audience
	<ul style="list-style-type: none"> • Respond to questions and suggestions from peers. • Accept ideas and suggestions from peers and adults. 	
	<ul style="list-style-type: none"> • Provide meaningful feedback to peers. 	

Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned).		
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
9. (Begins in Grade 4).		
Range of Writing		
10. (Begins in Grade 3).	Use resources to write words (e.g., word wall, books, peer, teacher).	
	Use a variety of texts as models.	
	With teacher support, set personal goals for writing development.	
	Build stamina to write independently for 10-15 minutes through participation in the writing process.	
	Be willing to share own writing.	

SPEAKING AND LISTENING		
Speaking and Listening Standards	FNSBSD Additional Objectives	Essential Vocabulary
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 	Differentiate between asking, answering a question, and telling a story.	<ul style="list-style-type: none"> • Collaboration • Comprehension • Statement • Clarify
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
	Enjoy listening to stories.	
Presentation of Knowledge and Ideas		
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
6. Produce complete sentences when appropriate to task and situation. (See Grade 1, Language standards 1 and 3 for specific expectations).		
	Understand, restate and follow two-step directions.	
	Recognize and use rhythm of language to memorize and recite material.	

LANGUAGE		
Language Standards	FNSBSD Additional Objectives	Essential Vocabulary
Conventions of Standards English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 		
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 		
Knowledge of Language		
3. (Begins in Grade 2).		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. 	Self-monitor and correct for accuracy (3-cueing systems: meaning, structural, visual).	

Grade 2

Learner Objectives and Vocabulary

<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. 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. 		
<p>6. 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).</p>		
	<p>Decode and compose using:</p> <ul style="list-style-type: none"> • Initial, medial, and final consonants. • Long vowels, consonant blends (dr, bl, st). • Digraphs (ch, sh, th, wh). • Word families. 	
	<p>Say a word slowly to hear a sound and write a letter that represents it.</p>	
	<p>Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words.</p>	
	<p>Recognize and use phonograms (vc, cvc, cvce, vcc).</p>	

Grade 2

Learner Objectives and Vocabulary

READING			
Reading Literature	Informational Text	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.		<ul style="list-style-type: none"> Literature
2. Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.	2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		<ul style="list-style-type: none"> Genre Fable
3. Describe how characters in a story, play, or poem respond to major events, problems, and challenges.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
Craft & Structure (CS)			
4. Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.	4. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.		<ul style="list-style-type: none"> Alliteration Rhyme
5. Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.	5. Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.	<ul style="list-style-type: none"> Understand realistic fiction as stories that could be real and fantasy as stories that could not be real. Identify genres: biography, realistic, (sic) fiction, fantasy, etc. 	<ul style="list-style-type: none"> Captions Bold Print Biography Fantasy
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		<ul style="list-style-type: none"> Dialogue

Integration of Knowledge & Ideas (IK)			
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology).	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		<ul style="list-style-type: none"> • Chronology / Chronological
8. (Not applicable to literature).	8. Describe how reasons given support specific opinions the author states in a text.		
9. Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.	9. Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).	Make connections (T-S, T-T, T-W) and use evidence to support.	<ul style="list-style-type: none"> • Compare • Contrast
Range of Reading and Level of Text Complexity (RR)			
10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 2 (from upper Grade 1 to Grade 3), with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to Grade 2 (from upper Grade 1 to Grade 3), with scaffolding as needed at the high end of the range.	Listen to, identify, and explore a variety of children's literature and genres.	
		Participate in self-selected reading of appropriate level extending to 25 minutes.	
		Choose a good-fit book for independent reading.	
		Self-monitor understanding and ask questions when meaning is lost.	

Reading Standards: Foundational Skills For K-5	FNSBSD Additional Objectives	Essential Vocabulary
Print Concepts		
(Applicable to Grade 1 only).		
Phonological Awareness		
(Applicable to Grade 1 only).		
Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> Use known words and word parts to help decode new words. Recognize base words and remove prefixes and suffixes to break them down and read them. Use parts of compound words to solve a word and derive the meaning. Use context clues to develop an increasing bank of sight words, including content-specific words (e.g., science, social studies, holiday). 	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> Read on-level text orally with accuracy, appropriate rate, expression and attention to punctuation. Read grade-level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument. Read and follow simple directions to complete a task. 	

WRITING		
Writing Standards	FNSBSD Additional Objectives	Essential Vocabulary
Text Types and Purposes		
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.		<ul style="list-style-type: none"> • Opinion
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus.	<ul style="list-style-type: none"> • Identify and compose telling sentences and questions. • Analyze a test writing prompt and use complete sentences to answer a question about an assigned topic to demonstrate what they know or can do as a writer. 	<ul style="list-style-type: none"> • Inform
3. Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.	Write poetry to express feelings, sensory images, ideas, or stories.	<ul style="list-style-type: none"> • Sequence(d) • Details • Linking Words • Signal Words
Production and Distribution of Writing		
4. (Begins in Grade 3).		
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.		<ul style="list-style-type: none"> • Topic • Revise
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		<ul style="list-style-type: none"> • Collaboration • Publish

Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned).	Use resources when attempting to write words and copy print from the environment (word walls, books, peer and teacher support).	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
9. (Begins in Grade 4).		
Range of Writing		
10. (Begins in Grade 3).	Write (friendly) letters in which they use all parts (date salutation, body, closing, signature, and sometime P.S.) and understand a letter as written communication between people.	
	Alphabetize to the second letter.	
	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	Persevere to complete a writing task.	
	Build stamina to write independently for 15-20 minutes through participation in the writing process.	
	Set 2-4 personal goals for writing.	

SPEAKING AND LISTENING		
Speaking and Listening Standards	FNSBSD Additional Objectives	Essential Vocabulary
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	Actively participate in conversation listening and looking at the person who is speaking as appropriate.	
2. Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.	Record basic notes (main idea, supporting details) from oral presentation or other media.	
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Write a simple, dictated sentence.	
Presentation of Knowledge and Ideas		
4. Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.		
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 1 and 3 for specific expectations).		
	Read grade-level text in three to four-word phrases using intonation, expression, and punctuation cues.	
	Restate, understand, and follow two to three-step directions.	

LANGUAGE		
Language Standards	FNSBSD Additional Objectives	Essential Vocabulary
Conventions of Standards English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 	<ul style="list-style-type: none"> • Determine if a sentence is a complete sentence. • Identify and compose telling sentences and questions. 	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closing of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 		
	Identify the following parts of speech: noun, verb, and adjective.	
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Compare formal and informal uses of English. 	Demonstrate mastery of all upper and lower-case manuscript letters and numerals using proper form, proportions, and spacing.	

Grade 3

Learner Objectives and Vocabulary

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 		
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 		
<p>6. 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).</p>		

READING			
Reading Literature	Informational Text	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.	1. Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.		<ul style="list-style-type: none"> • Infer • Predict • Text
2. Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.	2. Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.		<ul style="list-style-type: none"> • Paraphrase
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).	3. Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		
Craft & Structure (CS)			
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Use the knowledge of the genre to form expectations of the text.	<ul style="list-style-type: none"> • Genre
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Determine author's purpose; distinguish own point of view from that of the author of a text.		

Integration of Knowledge & Ideas (IK)			
7. Explain how specific aspects of text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		
8. (Not applicable to literature).	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Follow more than two written steps or directions to complete a task.	
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.		
Range of Reading and Level of Text Complexity (RR)			
10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 3 (from upper Grade 2 to Grade 4), with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to Grade 3 (from upper Grade 2 to Grade 4), with scaffolding as needed at the high end of the range.		

Reading Standards: Foundational Skills For K-5	FNSBSD Additional Objectives	Essential Vocabulary
Print Concepts		
(Applicable to Grade 1 only).		
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. 		

4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		
---	--	--

WRITING		
Writing Standards	FNSBSD Additional Objectives	Essential Vocabulary
Text Types and Purposes		
1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can). <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons. b. Provide reasons that support the opinion. c. Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example). a. Provide a concluding statement or section that reinforces or restates the opinion. 		
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension. b. Develop the topic with facts, definitions, details, and explanations that support the focus. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. 		
3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology). <ul style="list-style-type: none"> a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems. c. Use transitional words and phrases to signal event sequences (e.g., later, soon after). d. Provide a sense of closure (e.g., how a problem was solved or how the event ended). 	Compose a variety of poetry using other poetic techniques.	

Production and Distribution of Writing		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (grade-specific expectations for writing types are defined in standards 1–3 above).		
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 3).		
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.		
Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge about a topic.	Generate research questions about a topic.	
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
9. (Begins in Grade 4).		
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
	Self-evaluate own writing and be able to discuss strengths and techniques used.	

SPEAKING AND LISTENING		
Speaking and Listening Standards	FNSBSD Additional Objectives	Essential Vocabulary
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 	Take simple notes from oral sources.	

Grade 4

Learner Objectives and Vocabulary

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. d. Explain their own ideas and understanding in light of the discussion.		
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Record basic notes (main idea, supporting details) from oral presentation or other media.	
3. Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.	Write a simple, dictated sentence	
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
5. Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details.		
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (see Grade 3 Language standards 1 and 3 for specific expectations).		
	Share reading experiences with others.	

LANGUAGE		
Language Standards	FNSBSD Additional Objectives	Essential Vocabulary
Conventions of Standards English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. * g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 		

Grade 4

Learner Objectives and Vocabulary

<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. 		
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. * b. Recognize and observe differences between the conventions of spoken and written standard English. 		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use a sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 		
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed). 		
<p>6. Acquire and accurately use 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).</p>		

Grade 4

Learner Objectives and Vocabulary

READING			
Reading Literature	Informational Text	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	Read and follow three-step directions.	
2. Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.	2. Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.		
3. 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).	3. Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Understand and talk about the role of setting in realistic and historical fiction as well as fantasy.	
Craft & Structure (CS)			
4. Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.		
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		
6. Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.	6. Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		
Integration of Knowledge & Ideas (IK)			
7. 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.	7. 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.		

8. (Not applicable to literature).	8. Explain how an author uses reasons and evidence to support particular points in a text.		
9. Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.	9. Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.		
Range of Reading and Level of Text Complexity (RR)			
10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 4 (from upper Grade 3 to Grade 5), with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to Grade 4 (from upper Grade 3 to Grade 5), with scaffolding as needed at the high end of the range.		

Reading Standards: Foundational Skills For K-5		FNSBSD Additional Objectives	Essential Vocabulary
Print Concepts			
(Applicable for Grade 1 only).			
Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. 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.			
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

WRITING		
Writing Standards	FNSBSD Additional Objectives	Essential Vocabulary
Text Types and Purposes		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character __ was brave because she ____).</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section that reinforces or restates the opinion presented. 		<ul style="list-style-type: none"> • Text-based • Focus • Paraphrase
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented. 		
<p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts. c. Use a variety of transitional words and phrases to develop the sequence of events. d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 		<ul style="list-style-type: none"> • Chronology • Transitional Words

Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1–3 above).	Recognize and produce the following genres: letter writing (friendly and business, both letter and envelope), opinion, and poetry.	
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4).		
6. With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		• Collaborate
Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply Grade 4 Reading standards to literature (e.g., “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]”). b. Apply Grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). 		
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

SPEAKING AND LISTENING		
Speaking and Listening Standards	FNSBSD Additional Objectives	Essential Vocabulary
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> Demonstrate effective eye contact and posture when speaking. Demonstrate awareness of and sensitivity to the use of language associated with references about immutable characteristics, for instance, race, skin color, gender, age, disability, culture, or sexual orientation, of a group or to a specific individual. Takes notes from oral sources. 	
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
3. Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).		
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.		
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 and 3 for specific expectations).		

LANGUAGE		
Language Standards	FNSBSD Additional Objectives	Essential Vocabulary
Conventions of Standards English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English. b. . Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. * g. Correctly use frequently confused words (e.g., to, too, two, there, their). * 		
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use commas and quotation marks to mark direct speech and quotations from a text. d. Spell grade-appropriate words correctly, consulting references as needed. 		
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. * b. Choose punctuation for effect. * c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 		

<p>4. 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.</p> <ul style="list-style-type: none"> a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. 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. 		
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 		
<p>6. Acquire and accurately use 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).</p>		

Grade 5

Learner Objectives and Vocabulary

READING			
Reading Literature	Informational Text	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.		<ul style="list-style-type: none"> • Explicit information • Inference
2. Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.	2. Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.		<ul style="list-style-type: none"> • Evidence • Procedures • Sequence • Subtopics
3. 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, how conflicts are resolved).	3. Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		<ul style="list-style-type: none"> • Interactions • Resolve (d) • Technical Text
Craft & Structure (CS)			
4. Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.		<ul style="list-style-type: none"> • Domain-Specific
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5. Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		
6. Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.	6. Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).		<ul style="list-style-type: none"> • Purpose • Similarities

Integration of Knowledge & Ideas (IK)			
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	7. 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.		<ul style="list-style-type: none"> • Efficient(ly) • Personal Appeal
8. (Not applicable to literature).	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).		
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.	9. Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.		<ul style="list-style-type: none"> • Integrate
Range of Reading and Level of Text Complexity (RR)			
10. By the end of the year, read and comprehend a range of literature from a variety of cultures within a complexity band appropriate to Grade 5 (from upper Grade 4 to Grade 6), with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to Grade 5 (from upper Grade 4 to Grade 6), with scaffolding as needed at the high end of the range.		

Reading Standards: Foundational Skills For K-5	FNSBSD Additional Objectives	Essential Vocabulary
Print Concepts		
(Applicable for Grade 1 only).		
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. 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. 		
4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		

WRITING		
Writing Standards	FNSBSD Additional Objectives	Essential Vocabulary
Text Types and Purposes		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all). d. Provide a concluding statement or section that reinforces or restates the opinion presented. 		<ul style="list-style-type: none"> • Text-based
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented. 		<ul style="list-style-type: none"> • Chronology • Concrete details • Domain-Specific Vocabulary • Focus • Paraphrase
<p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts. c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events. d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 		<ul style="list-style-type: none"> • Convey • Elaborate • Pacing • Transitional words

Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1–3 above).	Recognize and produce the following genres: letter writing (friendly and business, both letter and envelope), and poetry.	
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 5).		
6. With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		<ul style="list-style-type: none"> • Collaborate
Research to Build and Present Knowledge		
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		<ul style="list-style-type: none"> • Aspects • Investigation • Recall • Relevant
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply Grade 5 Reading standards to literature (e.g., “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, how conflicts are resolved]”). b. Apply Grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]”). 		<ul style="list-style-type: none"> • Analysis / Analyze • Conflict • Draw Evidence • Reflection • Resolved
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

SPEAKING AND LISTENING		
Speaking and Listening Standards	FNSBSD Additional Objectives	Essential Vocabulary
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 		<ul style="list-style-type: none"> Contribute Draw Conclusions Elaborate Pose Remark
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).		
Presentation of Knowledge and Ideas		
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.		
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (see Grade 5 Language standards 1 and 3 for specific expectations).		

LANGUAGE		
Language Standards	FNSBSD Additional Objectives	Essential Vocabulary
Conventions of Standards English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. * e. Use correlative conjunctions (e.g., either/or, neither/nor). 		
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. * b. Use a comma to separate an introductory element from the rest of the sentence. c. 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?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 		
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 		

Grade 6

Learner Objectives and Vocabulary

Vocabulary Acquisition and Use		
<p>4. 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.</p> <ul style="list-style-type: none"> a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 		<ul style="list-style-type: none"> • Clarify • Nuance • Precise
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 		<ul style="list-style-type: none"> • Adage • Context • Idiom • Proverb
<p>6. Acquire and accurately use 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).</p>		

READING			
Reading Literature	Informational Text	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<ul style="list-style-type: none"> • Explicit • Inference
2. Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.	2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.		<ul style="list-style-type: none"> • Central Idea • Subtopic
3. Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).		<ul style="list-style-type: none"> • Anecdote • Elaborate
Craft & Structure (CS)			
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		<ul style="list-style-type: none"> • Connotative Meaning
5. Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		
6. Determine author's purpose and explain how an author develops the point of view of the narrator or speaker in a text.	6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text.	Identify bias/propaganda by citing textual evidence.	<ul style="list-style-type: none"> • Bias • Convey • Propaganda

Integration of Knowledge & Ideas (IK)			
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch (e.g., Shiloh).	7. Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.		<ul style="list-style-type: none"> • Coherent
8. (Not applicable to literature).	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		<ul style="list-style-type: none"> • Claim • Evaluate
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		
Range of Reading and Level of Text Complexity (RR)			
10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 6 (from upper Grade 5 to Grade 7), with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to Grade 6 (from upper Grade 5 to Grade 7), with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> • Self select reading for information and pleasure from a variety of genres. • Set personal reading goals. • Participate in self-selected reading of appropriate level extending beyond 30 minutes. 	

WRITING		
Writing Standards	FNSBSD Additional Objectives	Essential Vocabulary
Text Types and Purposes		
1. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 		<ul style="list-style-type: none"> • Claim • Formal Style

<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 		<ul style="list-style-type: none"> • Convey • Domain-Specific Vocabulary • Explanatory Text • Informative Text
<p>3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. 		<ul style="list-style-type: none"> • Convey • Engage • Orient • Pacing • Precise • Sequence • Sensory • Shift Signals • Transition Words
Production and Distribution of Writing		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Recognize and produce the following genres: letter writing (friendly and business, both letter and envelope), and poetry.</p>	<ul style="list-style-type: none"> • Audience • Purpose • Style
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 6.)</p>		
<p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.</p>		<ul style="list-style-type: none"> • Collaborate • Interact

Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		<ul style="list-style-type: none"> • Credible • Focus • Plagiarism • Relevant
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply Grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics”). b. Apply Grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). 		
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

SPEAKING AND LISTENING		
Speaking and Listening Standards	FNSBSD Additional Objectives	Essential Vocabulary
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 		<ul style="list-style-type: none"> • Collegial • Diverse • Explicit • Norms • Pose • Perspective

2. Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/ data-related, orally) and explain how it contributes to a topic, text, or issue under study.		<ul style="list-style-type: none"> • Interpret • Podcast
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		<ul style="list-style-type: none"> • Claim • Distinguish • Evidence • Reason
Presentation of Knowledge and Ideas		
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		<ul style="list-style-type: none"> • Accentuate • Logic(ally) • Pertinent
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		<ul style="list-style-type: none"> • Clarify • Graphics
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see Grade 6 Language standards 1 and 3 for specific expectations).		

LANGUAGE		
Language Standards	FNSBSD Additional Objectives	Essential Vocabulary
Conventions of Standards English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. * d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). * e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. * 		<ul style="list-style-type: none"> • Antecedents
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. * b. Spell correctly. 		

Grade 7

Learner Objectives and Vocabulary

Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. * b. Maintain consistency in style and tone. *		<ul style="list-style-type: none"> • Style • Tone
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		<ul style="list-style-type: none"> • Affixes • Context • Function • Infer • Multiple-meaning words and phrases • Reference Materials • Tone
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).		<ul style="list-style-type: none"> • Alliteration • Connotation • Denotation • Figurative Language • Metaphor • Nuance • Personification
6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<ul style="list-style-type: none"> • Academic Vocabulary

Grade 7

Learner Objectives and Vocabulary

READING			
Reading Literature	Informational Text	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<ul style="list-style-type: none"> • Cite • Explicit • Inference • Textual Evidence
2. Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.	2. Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.		<ul style="list-style-type: none"> • Central Idea • Connotation • Elements • Figurative language • Interact • Sequence
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		
Craft & Structure (CS)			
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		<ul style="list-style-type: none"> • Tone
5. Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g., sonnet, soliloquy) contributes to its meaning, including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		<ul style="list-style-type: none"> • Organization • Text Structure

Grade 7

Learner Objectives and Vocabulary

6. Analyze author's purpose and how an author establishes and contrasts the points of view of different characters or narrators in a text.	6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyze how the author distinguishes his or her point of view from that of others.		<ul style="list-style-type: none"> • Critique • Distinguish
Integration of Knowledge & Ideas (IK)			
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) (e.g., The Incredible Journey, Call of the Wild).	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the method of the delivery of a speech affects the impact of the overall message).		<ul style="list-style-type: none"> • Coherent • Impact • Medium • Portrayal
8. (Not applicable to literature).	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		<ul style="list-style-type: none"> • Assess • Claim • Evaluate • Sound Reasoning • Trace
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical or cultural account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		<ul style="list-style-type: none"> • Emphasize • Interpret(ation) • Shape
Range of Reading and Level of Text Complexity (RR)			
10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 7 (from upper Grade 6 to Grade 8), with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to Grade 7 (from upper Grade 6 to Grade 8), with scaffolding as needed at the high end of the range.		

WRITING		
Writing Standards	FNSBSD Additional Objectives	Essential Vocabulary
Text Types and Purposes		
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 		<ul style="list-style-type: none"> • Argument • Claim • Evidence • Formal Style • Logic / Logically • Opposing
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 		<ul style="list-style-type: none"> • Clarify • Cohesive • Convey

Grade 7

Learner Objectives and Vocabulary

<p>3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 		<ul style="list-style-type: none"> • Dialogue • Engage • Orient • Pacing • Point of View • Sequence • Time Frame • Transition
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1–3 above).		<ul style="list-style-type: none"> • Audience • Coherent
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 7).		<ul style="list-style-type: none"> • Edit • Revise
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		<ul style="list-style-type: none"> • Drawing • Sources
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		<ul style="list-style-type: none"> • Assess • Cite/ Citation • Credible / Credibility • Plagiarism

Grade 7

Learner Objectives and Vocabulary

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply Grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). Apply Grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). 		
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	.	

SPEAKING AND LISTENING		
Speaking and Listening Standards	FNSBSD Additional Objectives	Essential Vocabulary
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. 		<ul style="list-style-type: none"> • Collaboration • Collegial • Diverse • Effective • Elicit • Engage • Norms • Pose
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and explain how the ideas clarify a topic, text, or issue under study.		<ul style="list-style-type: none"> • Analyze • Clarify
3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		<ul style="list-style-type: none"> • Argument • Delineate

Grade 7

Learner Objectives and Vocabulary

Presentation of Knowledge and Ideas		
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		<ul style="list-style-type: none"> • Appropriate • Coherent • Pertinent • Salient
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		<ul style="list-style-type: none"> • Claims • Multimedia
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see Grade 7 Language standards 1 and 3 for specific expectations).		<ul style="list-style-type: none"> • Adapt • Formal English

LANGUAGE		
Language Standards	FNSBSD Additional Objectives	Essential Vocabulary
Conventions of Standards English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences in order to apply the conventions of English. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. * 		<ul style="list-style-type: none"> • Conventions • Demonstrate
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie). b. Spell correctly. 		
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. * 		<ul style="list-style-type: none"> • Concise • Precise • Redundancy • Wordiness

Grade 8

Learner Objectives and Vocabulary

Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 		<ul style="list-style-type: none"> • Clarify • Multiple-Meaning words and phrases • Preliminary
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret the intent or meaning of figures of speech (e.g., literary, religious, and mythological allusions; euphemisms) as used in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 		<ul style="list-style-type: none"> • Allusions • Analogies • Figurative Language • Figures of Speech • Nuance • Figurative Language • Metaphor • Nuance • Personification
<p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>		<ul style="list-style-type: none"> • Academic Vocabulary

READING			
Reading Literature	Informational Text	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		<ul style="list-style-type: none"> Analyze/Analysis Cite Explicit Inference Textual Evidence
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.	2. Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.		<ul style="list-style-type: none"> Central Idea Sequence Subtopics Summarize
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		<ul style="list-style-type: none"> Analogs Comparisons Distinctions Propel Provoke
Craft & Structure (CS)			
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		<ul style="list-style-type: none"> Allusions Connotation Figurative meaning
5. Analyze the overall structure of a text: compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		<ul style="list-style-type: none"> Concept Text Structure
6. Analyze author's purpose and how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		<ul style="list-style-type: none"> Critique Purpose Viewpoint
Integration of Knowledge & Ideas (IK)			

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (e.g., <i>Old Yeller</i> , <i>Brian's Song</i> , <i>The Miracle Worker</i>).	7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		<ul style="list-style-type: none"> • Evaluate • Media
8. (Not applicable to literature).	8. Delineate and evaluate the argument and specific claims in a text (e.g., identify bias and propaganda techniques, well-supported logical arguments), assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		<ul style="list-style-type: none"> • Assess • Bias • Claim • Delineate • Propaganda
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		<ul style="list-style-type: none"> • Interpret(ation)
Range of Reading and Level of Text Complexity (RR)			
10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 8 (from upper Grade 7 to Grade 9), with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to Grade 8 (from upper Grade 7 to Grade 9), with scaffolding as needed at the high end of the range.		

WRITING		
Writing Standards	FNSBSD Additional Objectives	Essential Vocabulary
Text Types and Purposes		
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 		<ul style="list-style-type: none"> • Argument • Claim • Cohesion • Counterclaim • Evidence • Formal Style
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension, selection, organization, and analysis of relevant content. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 		<ul style="list-style-type: none"> • Analysis • Clarify • Concept • Convey

<p>3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 		<ul style="list-style-type: none"> • Engage • Narrative • Orient • Sequence • Transition
Production and Distribution of Writing		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1–3 above).</p>		<ul style="list-style-type: none"> • Audience • Coherent • Style
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 8).</p>		<ul style="list-style-type: none"> • Edit • Purpose • Revise
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>		
Research to Build and Present Knowledge		
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>		
<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		<ul style="list-style-type: none"> • Assess • Cite/ Citation • Citation • Credible / Credibility • Plagiarism

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply Grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). Apply Grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., identifies bias and propaganda techniques, well-supported logical arguments], assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). 		<ul style="list-style-type: none"> • Delineate • Evaluate • Research
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

SPEAKING AND LISTENING		
Speaking and Listening Standards	FNSBSD Additional Objectives	Essential Vocabulary
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 		<ul style="list-style-type: none"> • Collaboration • Collegial • Diverse • Effective • Elicit • Engage • Norms • Pose
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		<ul style="list-style-type: none"> • Analyze • Clarify • Media
3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		<ul style="list-style-type: none"> • Argument • Claim • Delineate

Presentation of Knowledge and Ideas		
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		<ul style="list-style-type: none"> • Appropriate • Coherent • Salient
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		<ul style="list-style-type: none"> • Integrate • Multimedia
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see Grade 8 Language standards 1 and 3 for specific expectations).		<ul style="list-style-type: none"> • Adapt • Formal English

LANGUAGE		
Language Standards	FNSBSD Additional Objectives	Essential Vocabulary
Conventions of Standards English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. * 		<ul style="list-style-type: none"> • Conventions • Demonstrate • Verbals
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 		
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 		<ul style="list-style-type: none"> • Active Voice • Passive Voice

Grade 9-10

Learner Objectives and Vocabulary

Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 		<ul style="list-style-type: none"> • Clarify • Context • Multiple-Meaning words and phrases • Preliminary • Reference Materials
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret the intent or meaning of figures of speech (e.g., verbal irony, puns, mixed metaphor) as used in context. b. Use the relationship between particular words (e.g., synonyms/antonyms, analogies) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 		<ul style="list-style-type: none"> • Connotation • Figurative Language • Figures of Speech • Mixed Metaphor • Puns • Verbal Irony
<p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<ul style="list-style-type: none"> • Academic Vocabulary

READING			
Reading Literature	Informational Text	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<ul style="list-style-type: none"> Analyze/Analysis Cite Explicit Inference Textual Evidence
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.	Practice paraphrasing.	<ul style="list-style-type: none"> Central Idea Paraphrase Sequence Subtopics Summarize Theme
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
Craft & Structure (CS)			
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	4. Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Analyze a case in which grasping the point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<ul style="list-style-type: none"> Connotation Genre Irony Point of View Tone

5. Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Identify the five components that comprise plot.	<ul style="list-style-type: none"> • Concept • Text Structure
6. Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		<ul style="list-style-type: none"> • Rhetoric
Integration of Knowledge & Ideas (IK)			
7. Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	7. Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		<ul style="list-style-type: none"> • Evaluate • Media
8. (Not applicable to literature).	8. Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		<ul style="list-style-type: none"> • Assess • Bias • Claim • Delineate • Fallacious • Propaganda
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).	9. Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		<ul style="list-style-type: none"> • Seminal • Source Material

Range of Reading and Level of Text Complexity (RR)			
10.	<ul style="list-style-type: none"> By the end of Grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 9 (from upper Grade 8 to Grade 10), with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 10 (from upper Grade 9 to Grade 11), with scaffolding as needed at the high end of the range. 	10.	<ul style="list-style-type: none"> By the end of Grade 9, read and comprehend literary nonfiction, within a complexity band appropriate to Grade 9 (from upper Grade 8 to Grade 10), with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction, within a complexity band appropriate to Grade 10 (from upper Grade 9 to Grade 11), with scaffolding as needed at the high end of the range.

WRITING		
WRITING STANDARDS	FNSBSD ADDITIONAL OBJECTIVES	ESSENTIAL VOCABULARY
Text Types and Purposes		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 		<ul style="list-style-type: none"> Argument Claim Cohesion Counterclaim Evidence Formal Style Tone

<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>Analyze the impact of specific word choice on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>	<ul style="list-style-type: none"> • Analysis • Clarify • Cohesion • Concept • Convey • Transition
<p>3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>Build vocabulary skills.</p>	<ul style="list-style-type: none"> • Dialogue • Narrative • Orient • Pacing • Sensor Detail • Sequence
<p>Production and Distribution of Writing</p>		
<p>4. Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience (grade-specific expectations for writing types are defined in standards 1–3 above).</p>		<ul style="list-style-type: none"> • Audience • Genre • Style
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (editing for conventions should demonstrate command of Language standards 1–3 up to and including Grades 9–10).</p>	<p>Peer edit using standardizes marks.</p>	<ul style="list-style-type: none"> • Edit • Purpose • Revise

Grade 11-12

Learner Objectives and Vocabulary

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		
Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		<ul style="list-style-type: none"> • Inquiry • Research • Sustained
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Utilize standard MLA or APA format as appropriate for assignment.	<ul style="list-style-type: none"> • Citation • Plagiarism • Source
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply Grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare]”). b. Apply Grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). 	Identify and implement primary and secondary sources in writing.	<ul style="list-style-type: none"> • Delineate • Evaluate • Evidence • Fallacious Reasoning
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

SPEAKING AND LISTENING		
Speaking and Listening Standards	FNSBSD Additional Objectives	Essential Vocabulary
Comprehension and Collaboration		
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual 	<ul style="list-style-type: none"> • Listen attentively to identify key information and take written notes from oral lecture and information. 	<ul style="list-style-type: none"> • Collegial • Consensus • Initiate • Persuade • Propel • Verify

<p>roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Practice active listening skills such as body language, facial expression and eye contact. • Take notes from oral presentations. 	
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.		<ul style="list-style-type: none"> • Credibility • Format • Integrate • Media
3. Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		<ul style="list-style-type: none"> • Evaluate • Fallacious Reasoning • Rhetoric
Presentation of Knowledge and Ideas		
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<ul style="list-style-type: none"> • Present a formal speech. • Develop extemporaneous speaking skills. • Rehearse and read aloud smoothly and with expression, giving attention to end marks. • Demonstrate basic speaking techniques (e.g., breath control, vocal inflection, pitch, projection, phrasing, eye contact and pace). • Learn strategies for rehearsal, time management and use of notes. 	<ul style="list-style-type: none"> • Concise • Extemporaneous • Pace • Phrasing • Pitch • Projection • Rehearse • Style
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		<ul style="list-style-type: none"> • Graphical

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level (see Grades 9–10 Language standards 1 and 3 for specific expectations).	Learn strategies for memorization.	<ul style="list-style-type: none"> • Adapt • Formal English
--	------------------------------------	---

LANGUAGE		
Language Standards	FNSBSD Additional Objectives	Essential Vocabulary
Conventions of Standards English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure. * b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 		<ul style="list-style-type: none"> • Conventions • Demonstrate • Parallel Structure
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 		
Knowledge of Language		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. 	Determine the figurative and connotative meaning of words and phrases as used in text.	<ul style="list-style-type: none"> • Context • Connotative • Figurative
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., <i>Huck Finn</i>), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 		<ul style="list-style-type: none"> • Affix • Clarify • Context • Derivational • Multiple-Meaning words and phrases • Preliminary • Reference Materials • Root

<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.</p>		<ul style="list-style-type: none"> • Analogies • Denotation • Euphemism • Figures of Speech • Mixed Metaphor • Nuance
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<ul style="list-style-type: none"> • Academic Vocabulary

READING			
Reading Literature	Informational Text	FNSBSD Additional Objectives	Essential Vocabulary
Key Ideas & Details (KI)			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		<ul style="list-style-type: none"> Analyze/Analysis Cite Explicit Inference Textual Evidence
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.	Distinguish what is directly stated from what is really meant in a piece of satire.	<ul style="list-style-type: none"> Central Idea Satire Summarize Theme
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Review and independently identify several elements of literary analysis such as theme, plot, character, setting, symbol, archetype, allusion, point of view, style, tone, mood, litotes, kenning, metaphor, simile, allusion, allegory, and motif.	<ul style="list-style-type: none"> Allusion Archetype Motif Mood Point of View Style Tone

Grade 11-12

Learner Objectives and Vocabulary

Craft & Structure (CS)			
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).	4. Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	<ul style="list-style-type: none"> Analyze how style and content contribute to the power, persuasiveness or beauty of a text. Identify and analyze the effects of stylistic devices that contribute to the musicality and effectiveness of language (must address: alliteration, assonance, consonance). 	<ul style="list-style-type: none"> Connotation Figurative Genre
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		<ul style="list-style-type: none"> Text Structure
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).	6. Discern an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.	Identify and analyze the effects of common rhetorical strategies in published non-fiction: description, narration, and illustration.	<ul style="list-style-type: none"> Aesthetic Rhetoric
Integration of Knowledge & Ideas (IK)			
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (include at least one play by Shakespeare).	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		<ul style="list-style-type: none"> Evaluate Integrate Media

8. (Not applicable to literature).	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	Identify reliable primary sources.	<ul style="list-style-type: none"> • Delineate • Seminal • Primary Source
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including <i>The Declaration of Independence</i> , the <i>Preamble to the Constitution</i> , the <i>Bill of Rights</i> , and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	<ul style="list-style-type: none"> • Evaluate the interrelationship between history, literature, and cultural identity. • Identify the major literary periods in America and evaluate the forces at work in the times of transition and innovation. • Demonstrate knowledge of foundational works of British and/or world literature, including how two or more texts from the same period treat similar themes or topics, or how the treatment of a theme or topic evolves through sequential periods. 	

Range of Reading and Level of Text Complexity (RR)			
10. <ul style="list-style-type: none"> By the end of Grade 11, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 11 (from upper Grade 10 to Grade 12), with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend a range of literature from a variety of cultures, at the high end of the Grades 11–12 text complexity band independently and proficiently. 	10. <ul style="list-style-type: none"> By the end of Grade 11, read and comprehend literary nonfiction, within a complexity band appropriate to Grade 11 (from upper Grade 10 to Grade 12), with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11–12 text complexity band independently and proficiently. 	Practice close reading by annotating texts with notes on observations, questions, connotations, allusions, comparisons, patterns, and contradictions.	<ul style="list-style-type: none"> Annotate

WRITING		
WRITING STANDARDS	FNSBSD ADDITIONAL OBJECTIVES	ESSENTIAL VOCABULARY
Text Types and Purposes		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	Write analytical essays to support original analyses of how the parts create the whole in a specific British and/or world text.	<ul style="list-style-type: none"> Argument Analysis Claim Counterclaim Formal Style Syntax

<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 		<ul style="list-style-type: none"> • Clarify • Cohesion • Concept • Convey • Domain-Specific Vocabulary • Graphics • Multimedia • Transition
<p>3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 		<ul style="list-style-type: none"> • Dialogue • Narrative • Orient • Pacing • Sensor Detail • Sequence
Production and Distribution of Writing		
<p>4. Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience (grade-specific expectations for writing types are defined in standards 1–3 above).</p>		<ul style="list-style-type: none"> • Audience • Genre • Style
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (editing for conventions should demonstrate command of Language standards 1–3 up to and including Grades 11–12).</p>		<ul style="list-style-type: none"> • Edit • Purpose • Revise

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		<ul style="list-style-type: none"> • Inquiry • Research • Synthesize
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		<ul style="list-style-type: none"> • Citation • Plagiarism • Source
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply Grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply Grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”). 		<ul style="list-style-type: none"> • Delineate • Evaluate • Evidence • Fallacious Reasoning
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

SPEAKING AND LISTENING		
Speaking And Listening Standards	FNSBSD Additional Objectives	Essential Vocabulary
Comprehension and Collaboration		
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 	Recognize and develop appropriate personal verbal response to controversial topics.	<ul style="list-style-type: none"> • Civil • Collegial • Consensus • Initiate • Persuade • Propel • Verify

<p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>		
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.		<ul style="list-style-type: none"> • Accuracy • Credibility • Format • Integrate • Media
3. Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Evaluate the ways in which culture and historical periods affect speech.	<ul style="list-style-type: none"> • Evaluate • Rhetoric
Presentation of Knowledge and Ideas		
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		<ul style="list-style-type: none"> • Findings • Perspective • Style
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		<ul style="list-style-type: none"> • Graphical
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level (see Grades 11–12 Language standards 1 and 3 for specific expectations).		<ul style="list-style-type: none"> • Adapt • Formal English

LANGUAGE		
Language Standards	FNSBSD Additional Objectives	Essential Vocabulary
Conventions of Standards English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>		<ul style="list-style-type: none"> • Conventions • Demonstrate • Usage

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.		
Knowledge of Language		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.		<ul style="list-style-type: none"> • Context • Syntax
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies. a. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., <i>Huck Finn</i>), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		<ul style="list-style-type: none"> • Affix • Clarify • Context • Derivational • Multiple-Meaning words and phrases • Preliminary • Reference Materials • Root
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.		<ul style="list-style-type: none"> • Figures of Speech • Hyperbole • Nuance • Paradox
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<ul style="list-style-type: none"> • Academic Vocabulary