

<b>Grade K: Essentials—Language Arts</b>	<b>Core Standards</b>
<b>Term 1</b>	
<b>Print Concepts:</b> Identify 16/52 upper- and lowercase letter names and identify 8/26 lowercase letter sounds. <i>(suggested Treasures development: M, m, A, a, S, s, P, p, T, t, I, i, N, n, C, c)</i>	RF.K.1d RF.K.3a
<b>Fluency:</b> Read, with automaticity, 6 (/30 kindergarten) high-frequency words. <i>(suggested Treasures development: I, can, we, the, like, a)</i>	RF.K.3c
<b>Writing &amp; Language:</b> Write first name using appropriate uppercase and lowercase letters.	L.K.1a
<b>Term 2</b>	
<b>Phonemic awareness:</b> Orally blend sounds into familiar words and orally segment simple, familiar words into sounds.	RF.K.2c
<b>Phonics:</b> Identify 32/52 upper- and lowercase letter names and identify 16/26 lowercase letter sounds. <i>(suggested Treasures development: Term 1 letters plus O, o, F, f, H, h, D, d, R, r, E, e, B, b, L, l)</i>	RF.K.1d RF.K.3a
<b>Writing &amp; Language:</b> Write a simple idea that: (1) includes pictures and word representations, (2) uses correct directionality, and (3) can be read back to the teacher.	RF.K.1a W.K.2
<b>Term 3</b>	
<b>Phonemic awareness:</b> Orally blend sounds into words and orally segment words into sounds.	RF.K.2c
<b>Phonics:</b> Identify 52/52 upper- and lowercase letter names and identify 26/26 lower case letter sounds. <i>(suggested Treasures development: Term 1 and 2 letters plus K, k, U, u, G, g, V, v, W, w, J, j, Q, q, Y, y, Z, z, X, x)</i>	RF.K.1d RF.K.3a
<b>Fluency:</b> Read, with automaticity, 30 (/30 kindergarten) high-frequency words. <i>(suggested Treasures development: previous words plus what, little, said, here, was, he, she, has, look, with, my, me)</i>	RF.K.3c
<b>Writing &amp; Language:</b> Write a simple sentence that: (1) has simple words written correctly/phonetically, (2) includes appropriate spacing, (3) uses correct directionality, and (4) can be read back to the teacher.	RF.K.1c LK.2d
<b>Term 4</b>	
<b>Phonemic awareness:</b> Identify rhyme.	RF.K.2a
<b>Phonics:</b> Decode simple CVC (consonant-vowel-consonant) words including both real and nonsense (make believe) words	RF.K.3
<b>Writing &amp; Language:</b> Write a dictated sentence with correct conventions that: (1) includes correct/phonetic spelling of simple words, (2) includes correct spacing, (3) uses correct directionality, (4) begins with a capital letter, and (5) capitalizes the word "I."	LK.2a W.K.2
<b>Writing &amp; Language:</b> Write an informative/explanatory text that: (1) has simple words written correctly/phonetically, (2) includes correct spacing, (3) uses correct directionality, (4) can be read back to the teacher, and (5) includes 2 or more facts about the topic.	LK.2a WK.2

<b>Grade 1: Essentials—Language Arts</b>	<b>Core Standards</b>
<b>Term 1</b>	
<b>Phonemic awareness:</b> Isolate and pronounce initial and final sounds (phonemes) in spoken single-syllable words.	RF1.2c
<b>Phonics:</b> Decode CVC words (real and nonsense).	RF1.3b
<b>Fluency:</b> Read high-frequency word list with automaticity (not sounding words out*): I, like, do, to, you, he, can, go, a, has, this, is, my, look, little, where, here, play, the, we, are, me, she, with, for, and, have, see, said, was, does, not, school, what, down, out, up, very, be, come, good, pull, fun, make, they, too, jump, move, run, two, again, help, new, there, use, in, that, it, on, as, with, his, they, at, this.	RF1.3g RF1.4b
<b>Writing &amp; Language:</b> Write sentences with mostly correct letter formation, capitalization, and ending punctuation; grade-level words are spelled conventionally and untaught words are spelled phonetically.	L1.1a L1.2b,d,e
<b>Term 2</b>	
<b>Phonemic awareness:</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends, and orally segment single-syllable words.	RF1.2b
<b>Phonics:</b> Decode words with the digraphs /wh/, /sh/, /th/, and /tch/ (real and nonsense) and decode inflectional endings s, es, and ing.	RF1.3a&f
<b>Fluency:</b> Read high-frequency word list with automaticity (not sounding words out*): could, live, one, then, three, eat, no, of, under, who, all, call, day, her, want, around, by, many, place, walk, away, now, some, today, way, why, green, grow, pretty, should, together, water, any, from, happy, once, so, upon, ago, boy, girl, how, old, people, one, had, words, but, when, an, each, which, if.	RF1.3g RF1.4b
<b>Writing &amp; Language:</b> Write a multi-sentence text that includes a topic and supplies at least two or more details (details could be facts, reasons, or events) with mostly correct letter formation, capitalization, and ending punctuation; grade-level words are spelled conventionally and untaught words are spelled phonetically.	W1.1 W1.2 W1.3 L1.2b,d,e
<b>Term 3</b>	
<b>Phonemic awareness:</b> Orally produce single-syllable words by blending and segmenting consonant blends, CCVC, CVCC words.	RF1.2b&d
<b>Phonics:</b> Decode words with final e; decode words with long vowel sounds (long a: a_e, ai, ay), (long e: ee, ea), (long i: i_e, y, igh), (long o: o_e, oa, ow,), and (long u: u_e). Decode words with inflectional endings ed and y.	RF1.3b,c,f
<b>Fluency:</b> Read high-frequency word list with automaticity (not sounding words out*): after, buy, done, every, soon, work, about, animal, carry, eight, give, our, because, blue, into, or, other, small, find, food, more, over, start, warm, caught, flew, know, laugh, listen, were, found, hard, near, woman would, write, four, none, only, large, put, round, another, climb, full, great, poor, through, began, better, guess, learn, right, sure, will, them, these, him, time.	RF1.3g RF1.4b
<b>Writing &amp; Language:</b> Write a multi-sentence text with a beginning, middle, and end that includes a topic and supplies three or more details (details could be facts, reasons, or events) with mostly correct letter formation, capitalization, and ending punctuation; grade-level words are spelled conventionally and untaught words are spelled phonetically.	W1.1 W1.2 W1.3 L1.2b,d,e
<b>Comprehension:</b> Answer questions about text that is read aloud to the student.	SL1.2

Term 4	
<p><b>Phonics:</b> Decode diphthongs /ou/, /ow/, /oy/, and /oi/; decode /aw/; decode the 2 oo sounds (as in ‘book’ and ‘fool’); decode r-controlled vowel sounds (ar, er, ir, ur, or). Decode words with inflectional endings er and est.</p>	RF1.3a
<p><b>Fluency:</b> Read high-frequency word list with automaticity (not sounding words out*): color, early, instead, nothing, oh, thought, above, build, fall, knew, money, toward, answer, brought, busy, door, enough, eyes, brother, father, friend, love, mother, picture, been, children, month, question, their, year, before, front, heard, push, tomorrow, your, favorite, few, gone, surprise, wonder, young, number, than, first, called, oil, sit, find, long, did, made, get, may, part.</p> <p>Read a first grade passage level reading passage with sufficient accuracy and fluency to support comprehension (50+ wcpm).</p>	RF1.4b
<p><b>Writing &amp; Language:</b> Using correct capitalization and punctuation, write a sequenced multi-sentence text with a beginning, middle, and end that includes a topic, supplies 3 or more details (details could be facts, reasons, or events), and includes transition words to signal order (i.e., first, next, then, last, etc.) with mostly correct letter formation, capitalization, and ending punctuation; grade-level words are spelled conventionally and untaught words are spelled phonetically.</p>	W1.1 W1.2 W1.3 L.1.2b,d,e
<p><b>Comprehension:</b> Monitor comprehension while reading and being read to.</p>	SL1.3 RL1.2

\*The number of words tested will determine the timing on fluency tests.

<b>Grade 2: Essentials—Language Arts</b>	<b>Core Standards</b>
<b>Term 1 (Wonders Unit 1- Unit 2, week 2)</b>	
<b>Phonics:</b> Decode words with short vowel sounds; decode words with long vowel sounds (a, i, e, o and u with final e); decode words with inflectional endings <i>s, es, ed, and ing</i> ; decode words with two letter blends r, s, t, l (ask, plan, crack, etc.) with automaticity (3 seconds or less).	RF2.3.a, d
<b>Fluency:</b> Read the following 70 high-frequency words from Wonders in (100 seconds): ball, blue, both, even, for, help, put, there, why, yellow, could, find, funny, green, how, little, one, or, see, sounds, boy, by, girl, he, here, she, small, want, were, what, another, done, into, move, now, show, too, water, year, your, all, any, goes, new, number, other, right, says, understands, work, because, cold, family, friends, have, know, off, picture, school, took, change, cheer, fall, five, look, open, should, their, won, yes.	RF2.4.b
<b>Comprehension:</b> Identify characters and settings of narratives.	RL2.1, 7
<b>Comprehension:</b> Ask/answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details of a story.	RF2.4.a RL2.1
<b>Writing:</b> Write a paragraph with an introduction, a body with details, and a conclusion.	W2.1, 2, 3
<b>Language:</b> Write with mostly conventional capitalization and punctuation.	L2.2
<b>Term 2 (Wonders Unit 2, week 3- Unit 3, week 5)</b>	
<b>Phonics:</b> Decode words with long a (with <i>ay</i> and <i>ai</i> ), long i (with <i>igh, ie, and y</i> ), long o (with <i>oa, oe, and ow</i> ), long e (ee, ea,y),contractions ( <i>'s, 're, n't, 'll, 've</i> ), consonant digraphs (ch,tch,sh,ph,th,ng,wh,) the prefixes <i>un-, re-, dis-</i> and suffixes <i>-ful, and - less</i> with automaticity (3 seconds or less).	RF2.3.a, b, d
<b>Fluency:</b> Read the following 80 high-frequency words from Wonders in (115 seconds): almost, buy, food, out, pull, saw, sky, straight, under, wash, baby, early, eight, isn't, learn, seven, start, these, try, walk, bird, far, field, flower, grow, leaves, light, orange, ready, until, about, around, good, great, idea, often, part, second, two, world, also, apart, begin, either, hundred, over, places, those, which, without, better, group, long, more, only, our, started, three, who, won't, after, before, every, few, first, hear, hurt, old, special, would, America, beautiful, began, climbed, come, country, didn't, give, live, turned.	RF2.4.b
<b>Comprehension:</b> Ask/answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details of a story.	RL2.1
<b>Writing:</b> Write a paragraph (narrative or informative) that includes an introduction, appropriate sequencing of events, details, and a closing sentence.	W2.2, W2.3
<b>Language:</b> Write with mostly conventional capitalization and punctuation.	L2.2
<b>Term 3 (Wonders Unit 4, week 1- Unit 5, week 3)</b>	
<b>Phonics:</b> Decode words with r-controlled vowels (ar, er, ir, or, ur) and the following phonograms: <i>are, air, eer, ere, ear, ore, oar, and ire</i> ; silent letters <i>kn, wr, mb</i> ; with automaticity (3 seconds or less).	RF2.3
<b>Fluency:</b> Read the following 80 high-frequency words from Wonders in (115 seconds): below, colors, don't, down, eat, many, morning, sleep, through, very, animal, away, building, found, from, Saturday, thought, today, toured, watch, ago, carry, certain, everyone, heavy, outside people, problem, together, warm, again, behind, eyes, gone, happened, house, inside, neither, stood, young, among, bought, knew, never, once, soon, sorry, talk, touch, upon, answer, been, body, build, head, heard, minutes, myself, pretty, pushed, brought, busy, else, happy, I'll, laugh, love, maybe, please, several, air, along, always, draw, during, ever, meant, nothing, story, won't.	RF2.4.b
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension (70+ wcpm).	RF2.4.b
<b>Comprehension:</b> Identify the main idea of informational texts and retell narrative texts.	RI2.2, RL2.2
<b>Writing:</b> Write an informative/explanatory paragraph that introduces a topic, gives facts, and includes a closing sentence.	W2.2
<b>Language:</b> Write with mostly conventional capitalization and punctuation.	L2.2

<b>Term 4 (Wonders Unit 5, week 4- Unit 6, week 5)</b>	
<b>Phonics:</b> Decode words with the following phonograms with automaticity (3 seconds or less): vowel patterns <i>oo, ou, ew, oe, ue, aw, au, ow, oi, oy</i> ;	RF2.3
Decode compound words with automaticity (3 seconds or less).	L2.4.d
<b>Fluency:</b> Read the following 70 high-frequency words from Wonders in (100 seconds): city, father, mother, o'clock, own, questions, read, searching, sure, though, anything, children, everybody, instead, paper, person, voice, whole, woman, words, door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday, alone, became, beside, for, hello, large, notice, round, suppose, surprised, above, brother, follow, listen, month, soft, something, song, who's, wind, against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window, afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever.	RF2.4.b
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension (80+ wcpm).	RF.2.4.b
<b>Comprehension:</b> Retell fiction and nonfiction texts.	RI2.2, RL2.2
<b>Writing:</b> Write a paragraph stating an opinion, with supporting reasons, a conclusion.	W2.1
<b>Language:</b> Write with mostly conventional capitalization and punctuation.	L2.2

Grade 3: Essentials—Language Arts	Core Standards	Wonders
<b>Term 1</b>		
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (70+ wcpm)	RF 3.4	All Units/ Weekly/Day 4
<b>Comprehension:</b> Generate questions about text. Answer questions about text using text evidence.	RL 3.1, RI 3.1	RL: U1/W1-3/D1-4 RI: U2/W2-5/D1-5
<b>Writing:</b> Write a narrative text with characters and details, using temporal words and phrases to signal event order.	W 3.3	U1/W1-5/D1-4 U2/W1&4/D1-4
<b>Language:</b> Write with appropriate capitalization, punctuation, and spelling of high-frequency words.	L 3.2	U1&2/w1-5/D1-5
<b>Term 2</b>		
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (80+ wcpm)	RF 3.4	All Units/ Weekly/Day 4
<b>Comprehension:</b> Using Key details from the text, retell narrative text including the central message.	RL 3.2	U3/W3/D5 U4/W1,4&5/D1&2
<b>Comprehension:</b> Using key details from the text, determine the main idea of an informational text.	RI 3.2	U3/W3-5/D1-5
<b>Vocabulary:</b> Use context to determine meanings of words and phrases.	L 3.4.a	U4/W1-5/D1-5
<b>Writing:</b> Write an opinion text that introduces the topic, states an opinion, lists reasons (using linking words and a phrases) and Provides a concluding statement.	W 3.1	U3/W1-5/D1-5 U4/W1,2,3.&5/D5
<b>Language:</b> Write with appropriate capitalization, punctuation, and spelling of high-frequency words.	L 3.2	U3&4/w1-5/D1-5
<b>Term 3</b>		
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (90+ wcpm)	RF 3.4	All Units/ Weekly/Day 4
<b>Comprehension:</b> Compare and contrast the most important points and kkey details presented in two texts on the same topic.	RI 3.9	U5/W1&2/D1&2
<b>Writing:</b> Write an informational/explanatory paragraph that introduces a topic, develops the topic with facts and details and Provides a conclusion.	W3.2	U5/W1-3/D1-4
<b>Language:</b> Write with appropriate capitalization, punctuation, and spelling of high-frequency words.	L 3.2	U5/w1-5/D1-5
<b>Term 4</b>		
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (100+ wcpm)	RF 3.4	All Units/ Weekly/Day 4
<b>Comprehension:</b> Use text features (e.g. maps, photographs, diagrams, charts, etc.) to increase understanding of the text.	RI 3.7	U6/W4/D2 Small group instruction
<b>Vocabulary:</b> Use glossaries and beginning dictionaries to determine meaning of key words.	L 3.4.d	Begins U1-6
<b>Writing:</b> Produce writing with guidance and support from peers, adults, and technology. Strengthen writing by planning, Revising, and editing. Extend time for research, revision, and reflection for specific tasks, audiences, and purposes.	W 3.10	U6/W1,3,4&5/D5
<b>Language:</b> Write with appropriate capitalization, punctuation, and spelling of high-frequency words.	L 3.2	U6/w1-5/D1-5

Grade 4: Essentials—Language Arts	Core Standards	Wonders Unit/Week/ Day
<b>Term 1</b>		
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (90+ wcpm)	RF 4.4	All Units/ Weekly/Day 4
<b>Comprehension:</b> Determine the theme/main idea and details in a text and use them to summarize the text with a graphic org.	RL 4.2, RI 4.2	U1/W5/D2&5; U2/W1-4/D1&2 Daily Small Group Instruction
<b>Vocabulary:</b> Determine or clarify the meaning of unknown words using context clues.	L4.4.a	U1/W1,3,4,5/D1-5; U2/W1,3&4/D1-5
<b>Writing:</b> Write a multi-paragraph narrative text that establishes setting and characters, uses dialogue, uses transitional words and phrases, and provides a conclusion.	W4.3	U1/W1,2,&4/D1-4
<b>Language:</b> Write with appropriate punctuation, capitalization, spelling of grade-level words, and organization.	L4.2	U1&2/w1-5/D1-5
<b>Term 2</b>		
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (100+ wcpm)	RF4.4	All Units/Weekly/ Day 4
<b>Comprehension:</b> Summarize text with a sequential text structure using an appropriate graphic organizer .	RL4.3, RI 5	U3/W1&2/D1&2; U4/W1&4/D1-5 Daily Small Group Instruction
<b>Vocabulary:</b> Determine or clarify the meaning of unknown words using context clues.	L4.4.a	U3/W1,2&3/D2 U4/W1-5/D1-5
<b>Writing:</b> Write a multi-paragraph opinion text based on a topic or text which clearly states an opinion, organizes related ideas, provides reasons that are supported by facts or details, using linking words or phrases, and has a close.	W4.4	U3/W4/D1-4
<b>Language:</b> Write with appropriate punctuation, capitalization, spelling of grade-level words, and organization.	L 4.2	U3&4/W1-5/D1-5
<b>Term 3</b>		
<b>Fluency:</b> : Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (110+ wcpm)	RF4.4	All Units/Weekly/ Day 4
<b>Comprehension:</b> Compare and contrast two related texts based points of view, themes, and/or patterns of events of narrative texts.	RL4.9	U5/W1&2/D5
<b>Comprehension:</b> Compare and contrast first and secondhand accounts of the same events/topics and describe the differences of each.	RI4.6	U5/W1&2/D1-5
<b>Vocabulary:</b> Determine or clarify the meaning of unknown words using reference materials.	L 4.c	U5/W2/D2
<b>Writing:</b> Write a multi-paragraph informative/explanatory text that is logically organized, introduces a topic, provides concrete Details, links ideas with transitions, uses domain-specific vocabulary, and has a close.	W4.2	U5/W3-5/D1-4
<b>Language:</b> Write with appropriate punctuation, capitalization, spelling of grade-level words, and organization.	L 4.2	U5/W1-5/D1-5
<b>Term 4</b>		
<b>Fluency:</b> : Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (120+ wcpm)	RF 4	All Units/Weekly/ Day 4
<b>Comprehension:</b> Use explicit details and examples from a text to draw inferences	RL 1, RI,1	U6/W1,2,&5/D1-3; U6/W3&4/D4
<b>Vocabulary:</b> Determine or clarify the meaning of unknown words using roots and affixes as clues.	L 4.8	U6/W3/D2,3,&5
<b>Writing:</b> Produce clear and coherent writing with guidance and support from peers, adults, and technology. Strengthen writing By planning, revising, and editing. Extend time frames for research, reflection, and revision for specific tasks, purposes, and audiences.	W4.5,5.6,& 10	U6/W3/D4&5
<b>Language:</b> Write with appropriate punctuation, capitalization, spelling of grade-level words, and organization.	L4.2	U6/W1-5/D1-5

Grade 5 : Essentials—Language Arts	Core Standards	Wonders
<b>Term 1</b>		
<b>Fluency:</b> Read with sufficient accuracy, speed, and expression to support comprehension. (110+ wcpm)	RF 5.4	U1&2/W1-5/D1-5
<b>Comprehension:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1 RI 5.1	U1/W1,2,4/D1-4; U2/W1,3,4/D1,3,4 U1/W2-5/D1-4; U2/W1,3,4/D1-4
<b>Vocabulary:</b> Determine/clarify the meaning of unknown and multi-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	L 5.4	U1&2/W1-5/D1-5
<b>Writing:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 5.3	U1/W1&2/D1-5 U2/W2&5/D1,3,4
<b>Language:</b> Demonstrate command of conventions of standard English grammar, capitalization, punctuation, and spelling when writing. Use knowledge of language and its conventions when writing, combine, and reduce sentences for meaning, reader interest, and style.	L 5.1 L 5.2 L 5.3	U1&2/W1-5/D1-5
<b>Term 2</b>		
<b>Fluency:</b> Read with sufficient accuracy, speed, and expression to support comprehension. (115+ wcpm)	RF 5.4	U3&4/W1-5/D1-5
<b>Comprehension:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2	U3&4/W1-5/D2
<b>Vocabulary:</b> Determine/clarify the meaning of unknown and multi-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	L 5.4	U3&4/W1-5/D1-5
<b>Writing:</b> Write informative/explanatory texts to examine a topic and clearly convey ideas and information.	W 5.2	U3/W3&4/D1,3,4 U4/W4/D1-4
<b>Language:</b> Demonstrate command of conventions of standard English grammar, capitalization, punctuation, and spelling when writing. Use knowledge of language and its conventions when writing, combine, and reduce sentences for meaning, reader interest, and style.	L 5.1 L 5.2 L 5.3	U3&4/W1-5/D1-5
<b>Term 3</b>		
<b>Fluency:</b> Read with sufficient accuracy, speed, and expression to support comprehension. (120+ wcpm)	RF 5.4	U5/W1-5/D1-5
<b>Comprehension:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL 5.6 RI 5.6	U5/W5/D1&2
<b>Vocabulary:</b> Determine/clarify the meaning of unknown and multi-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	L 5.4	U5/W1-5/D1-5
<b>Writing:</b> Write opinion texts based on topics or texts, supporting a point of view with reasons and information.	W 5.1	U5/W5/D1-4
<b>Language:</b> Demonstrate command of conventions of standard English grammar, capitalization, punctuation, and spelling when writing. Use knowledge of language and its conventions when writing, combine, and reduce sentences for meaning, reader interest, and style.	L 5.1 L 5.2 L 5.3	U5/W1-5/D1-5
<b>Term 4</b>		
<b>Fluency:</b> Read with sufficient accuracy, speed, and expression to support comprehension. (125+ wcpm)	RF 5.4	U6/W1-5/D1-5
<b>Vocabulary:</b> Determine/clarify the meaning of unknown and multi-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	L 5.4	U6/W1-5/D1-5
<b>Writing:</b> Draw evidence from literary/informational texts to support analysis, reflection, and research in order to conduct short Research projects.	W 5.7 W 5.9	U6/W1-3/D5 U6/W3&5/D4&5
<b>Language:</b> Demonstrate command of conventions of standard English grammar, capitalization, punctuation, and spelling when writing. Use knowledge of language and its conventions when writing, combine, and reduce sentences for meaning, reader interest, and style.	L 5.1 L 5.2 L 5.3	U6/W1-5/D1-5



Grade 6: Essentials—Language Arts	Core Standards	Wonders
<b>Term 1</b>		
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (120+ wcpm)	RL 6.10, RI 6.10	U1&2/W1-5/D1-5
<b>Comprehension:</b> Generate and answer simple and complex questions while reading a passage.	RL 6.1	U1&2/W1-5/D1-4
<b>Comprehension:</b> Summarize narrative text using graphic organizers.	RL 6.5	U1/W1&2/D2; U2/W1,3,5/D1-4
<b>Writing:</b> Write a multi-paragraph narrative text to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W 6.3	U1/W1-3/D1-4 U2/W3&4/D1-4
<b>Language:</b> Demonstrate command of conventions of standard English grammar, capitalization, punctuation, and spelling when writing. Use knowledge of language and its conventions when writing, combine, and reduce sentences for meaning, reader interest, and style.	L 6.1 L 6.2 L 6.3	U1&2/W1-5/D1-5
<b>Term 2</b>		
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (125+ wcpm)	RL 6.10, RI 6.10	U3&4/W1-5/D1-5
<b>Comprehension:</b> Respond to complex text questions by citing evidence from the text (both explicit and implied).	RI 6.1	U1/W3-5/D1-4; U2/W1-3/D1-5 U4/W1-3/D1-3 (U5/W3-5/D1-3)
<b>Comprehension:</b> Summarize informative text with graphic organizers (informational text structures: description, list, sequence, cause and effect, problem and solution, and compare and contrast).	RI 6.5	U3/W3&4/D2 U4/W1&3/D2&4 (U5/W3&4/D2)
<b>Writing:</b> Write multi-paragraph information/explanatory reports using a compare and contrast text structure to examine and convey complex ideas, concepts and information clearly and accurately through effective selection, organization, and analysis of content.	W 6.3	U3/W3-5/D1-5
<b>Language:</b> Demonstrate command of conventions of standard English grammar, capitalization, punctuation, and spelling when writing. Use knowledge of language and its conventions when writing, combine, and reduce sentences for meaning, reader interest, and style.	L 6.1 L 6.2 L 6.3	U3&4/W1-5/D1-5
<b>Term 3</b>		
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (130+ wcpm)	RL 6.10, RI 6.10	U5/W1-5/D1-5
<b>Comprehension:</b> Summarize complex text by stating both the central idea (what the text is about) and the theme (universal common message or insight) of a passage.	RI 6.2	U3/W4/D2 U4/W1-3/D2 small group instruction)
<b>Writing:</b> Write multi-paragraph argumentative texts to support claims in an analysis of substantive topics or texts, using valid reasoning and relative and sufficient evidence.	W 6.1	U5/W1,3,4,5/D1-4
<b>Language:</b> Demonstrate command of conventions of standard English grammar, capitalization, punctuation, and spelling when writing. Use knowledge of language and its conventions when writing, combine, and reduce sentences for meaning, reader interest, and style.	L 6.1 L 6.2 L 6.3	U5/W1-5/D1-5
<b>Term 4</b>		
<b>Fluency:</b> Read grade-level text with sufficient accuracy, speed, and expression to support comprehension. (135+ wcpm)	RL 6.10, RI 6.10	U6/W1-5/D1-5
<b>Writing:</b> Write a multi-paragraph informational/explanatory report using an informational text structure to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W 6.10	U6/W3/D1-4
<b>Language:</b> Demonstrate command of conventions of standard English grammar, capitalization, punctuation, and spelling when writing. Use knowledge of language and its conventions when writing, combine, and reduce sentences for meaning, reader interest, and style.	L 6.1, L 6.2, L 6.3	U6/W1-5/D1-5

**Provo City School District**  
**English/Language Arts Standards**  
**Grade 7 Informative/Explanatory Writing: Semester 2**

<b>FOCUS STANDARDS: GRADE 7</b>	<b>ELEMENT</b>
<p><b>7.W.7:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>7.W.8:</b> 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>	<b>Reading/ Research</b>
<p><b>7.W.2b:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>7.W.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (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”).</p>	<b>Development</b>
<p><b>7.W.2a:</b> 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.</p> <p><b>7.W.2c:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>7.W.2f:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<b>Organization</b>
<p><b>7.W.2d:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>7. W.2e:</b> Establish and maintain a formal style,</p> <p><b>7.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing; <b>(7.L.2)</b> capitalization, punctuation, and spelling.</p> <p><b>7.L.3:</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>7.W.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>7.W.6:</b> 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.</p>	<b>Language Knowledge and Use for Production and Distribution of Writing</b>

**Provo City School District  
English/Language Arts Standards  
Grade 7 Reading Literature: Semester 2**

<b>FOCUS STANDARDS: GRADE 7</b>	<b>STRAND</b>
<p><b>7.RL.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>7.RL.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>7.RL.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<b>KEY IDEAS and DETAILS</b>
<p><b>7.RL.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze 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.</p> <p><b>7.RL.5:</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>7.RL.6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<b>CRAFT AND STRUCTURE</b>
<p><b>7.RL.7:</b> 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).</p> <p><b>7.RL.8:</b> (not applicable to literature)</p> <p><b>7.RL.9:</b> 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.</p>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>

**Provo City School District  
English/Language Arts Standards  
Grade 7 Argument Writing: Semester 1**

<b>FOCUS STANDARDS: GRADE 7</b>	<b>ELEMENT</b>
<p><b>7.W.7:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>7.W.8:</b> 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>	<b>Reading/ Research</b>
<p><b>7.W.1b:</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>7.W.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (i.e., Trace and evaluate the argument and specific claims in a text, distinguish claims that are supported by reasons and evidence from claims that are not).</p>	<b>Development</b>
<p><b>7.W.1a:</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize reasons and evidence logically.</p> <p><b>7.W.1c:</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p><b>7.W.1e:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<b>Organization</b>
<p><b>7.W.1d:</b> Establish and maintain a formal tone.</p> <p><b>7.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing: <b>(7.L.2)</b> capitalization, punctuation, and spelling.</p> <p><b>7.L.3:</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>7.W.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>7.W.6:</b> Use technology, including internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.</p>	<b>Language Knowledge and Use for Production and Distribution of Writing</b>

**Provo City School District  
English/Language Arts Standards  
Grade 7 Reading Informational Text: Semester 1**

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<b>FOCUS STANDARDS: GRADE 7</b>	<b>STRAND</b>
<p><b>7.RIT.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>7.RIT.2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary.</p> <p><b>7.RIT.3:</b> Analyze the interactions between individuals, ideas, or events in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<b>KEY IDEAS and DETAILS</b>
<p><b>7.RIT.4:</b> 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.</p> <p><b>7.RIT.5:</b> 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.</p> <p><b>7.RIT.6:</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<b>CRAFT AND STRUCTURE</b>
<p><b>7.RIT.7:</b> 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 delivery of a speech affects the impact of the words).</p> <p><b>7.RIT.8:</b> 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.</p> <p><b>7.RIT.9:</b> 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.</p>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>

**Provo City School District  
English/Language Arts Standards  
Grade 8 Informative/Explanatory Writing: Semester 2**

<b>FOCUS STANDARDS: GRADE 8</b>	<b>ELEMENT</b>
<p><b>8.W.7:</b> 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><b>8.W.8:</b> 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>	<b>Reading/ Research</b>
<p><b>8.W.2b:</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>8.W.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (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”).</p>	<b>Development</b>
<p><b>8.W.2a:</b> 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.</p> <p><b>8.W.2c:</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>8.W.2f:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<b>Organization</b>
<p><b>8.W.2d:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>8.W.2e:</b> Establish and maintain a formal style.</p> <p><b>8.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing: <b>(8.L.2)</b> capitalization, punctuation, and spelling.</p> <p><b>8.W.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>8.W.6:</b> 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>	<b>Language Knowledge and Use for Production and Distribution of Writing</b>

**Provo City School District  
English/Language Arts Standards  
Grade 8 Argument Writing: Semester 1**

<b>FOCUS STANDARDS: GRADE 8</b>	<b>ELEMENT</b>
<p><b>8.W.7:</b> 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><b>8.W.8:</b> 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>	<b>Reading/ Research</b>
<p><b>8.W.1b:</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>8.W.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (i.e., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient; recognize when irrelevant evidence is introduced).</p>	<b>Development</b>
<p><b>8.W.1a:</b> Introduce claim(s), acknowledge and distinguish the claims from alternate or opposing claims and organize reasons and evidence logically.</p> <p><b>8.W.1c:</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>8.W.1e:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<b>Organization</b>
<p><b>8.W.1d:</b> Establish and maintain a formal style.</p> <p><b>8.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing: <b>(8.L.2)</b> capitalization, punctuation, and spelling.</p> <p><b>8.W.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>8.W.6:</b> Use technology, including 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>	<b>Language Knowledge and Use for Production and Distribution of Writing</b>

**Provo City School District  
English/Language Arts Standards  
Grade 8 Reading Literature: Semester 2**

<b>FOCUS STANDARDS: GRADE 8</b>	<b>STRAND</b>
<p><b>8.RL.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>8.RL.2:</b> 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; provide an objective summary of the text.</p> <p><b>8.RL.3:</b> 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.</p>	<b>KEY IDEAS and DETAILS</b>
<p><b>8.RL.4:</b> 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.</p> <p><b>8.RL.5:</b> 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.</p> <p><b>8.RIT.6:</b> Analyze 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.</p>	<b>CRAFT AND STRUCTURE</b>
<p><b>8.RL.7:</b> 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.</p> <p><b>8.RL.8:</b> (not applicable to literature)</p> <p><b>8.RL.9:</b> 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.</p>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>



**Provo City School District  
English/Language Arts Standards  
Grade 8 Reading Informational Text: Semester 1**

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<b>FOCUS STANDARDS: GRADE 8</b>	<b>STRAND</b>
<p><b>8.RIT.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>8.RIT.2:</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>8.RIT.3:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<b>KEY IDEAS and DETAILS</b>
<p><b>8.RIT.4:</b> 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.</p> <p><b>8.RIT.5:</b> Analyze in detail how the structure of a specific paragraph in a text, including the role or particular sentences in developing and refining a key concept.</p> <p><b>8.RIT.6:</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<b>CRAFT AND STRUCTURE</b>
<p><b>8.RIT.7:</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><b>8.RIT.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><b>8.RIT.9:</b> 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 and interpretation.</p>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>

**Provo City School District**  
**English/Language Arts Standards**  
**Grades 9-10 Informative/Explanatory Writing: Semester 2**

<b>FOCUS STANDARDS: GRADES 9-10</b>	<b>ELEMENT</b>
<p><b>9-10.W.7:</b> 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.</p> <p><b>9-10.W.8:</b> Gather relevant information from multiple authoritative print and digital sources; using search terms effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<b>Reading/ Research</b>
<p><b>9-10.W.2b:</b> 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.</p> <p><b>9-10.W.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (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 the Bible or how a later author draws on a play by Shakespeare”).</p>	<b>Development</b>
<p><b>9-10.W.2a:</b> 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.</p> <p><b>9-10.W.2c:</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>9-10.W.2f:</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<b>Organization</b>
<p><b>9-10.W.2d:</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>9-10.W.2e:</b> Establish and maintain a formal style while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>9-10.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing: <b>(9-10.L.2)</b> capitalization, punctuation, and spelling.</p> <p><b>9-10.W.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.W.6:</b> Use technology, including 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.</p>	<b>Language Knowledge and Use for Production and Distribution of Writing</b>

**Provo City School District  
English/Language Arts Standards  
Grades 9-10 Reading Literature: Semester 2**

<b>FOCUS STANDARDS: GRADES 9-10</b>	<b>STRAND</b>
<p><b>9-10.RL.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>9-10.RL.2:</b> 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; provide an objective summary of the text.</p> <p><b>9-10.RL.3:</b> 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.</p>	<b>KEY IDEAS and DETAILS</b>
<p><b>9-10.RL.4:</b> 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).</p> <p><b>9-10.RL.5:</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>9-10.RL.6:</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<b>CRAFT AND STRUCTURE</b>
<p><b>9-10.RL.7:</b> Analyze the representation of a subject or a key scene in two different artistic mediums, 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).</p> <p><b>9-10.RL.8:</b> (not applicable to literature)</p> <p><b>9-10.RL.9:</b> 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 the Bible or how a later author draws on a play by Shakespeare).</p>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>

**Provo City School District  
English/Language Arts Standards  
Grades 9-10 Argument Writing: Semester 1**

<b>FOCUS STANDARDS: GRADES 9-10</b>	<b>ELEMENT</b>
<p><b>9-10.W.7:</b> 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.</p> <p><b>9-10.W.8:</b> Gather relevant information from multiple authoritative print and digital sources, using search terms effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<b>Reading/ Research</b>
<p><b>9-10.W.1b:</b> Develops 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.</p> <p><b>9-10.W.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (i.e., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).</p>	<b>Development</b>
<p><b>9-10.W.1a:</b> Introduce precise claim(s), distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>9-10.W.1c:</b> 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.</p> <p><b>9-10.W.1e:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<b>Organization</b>
<p><b>9-10.W.1d:</b> Establish and maintain a formal style while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>9-10.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing: <b>(9-10.L.2)</b> capitalization, punctuation, and spelling.</p> <p><b>9-10.W.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.W.6:</b> Use technology, including 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.</p>	<b>Language Knowledge and Use for Production and Distribution of Writing</b>

**Provo City School District  
English/Language Arts Standards  
Grades 9-10 Reading Informational Text: Semester 1**

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<b>FOCUS STANDARDS: GRADES 9-10</b>	<b>STRAND</b>
<p><b>9-10.RIT.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>9-10.RIT.2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary.</p> <p><b>9-10.RIT.3:</b> Analyze how the author unfolds an analysis or series of ideas and events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<b>KEY IDEAS and DETAILS</b>
<p><b>9-10.RIT.4:</b> Determine the meaning of words and phrases as they are used in a text, 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).</p> <p><b>9-10.RIT.5:</b> 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).</p> <p><b>9-10.RIT.6:</b> 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.</p>	<b>CRAFT AND STRUCTURE</b>
<p><b>9-10.RIT.7:</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>9-10.RIT.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>9-10.RIT.9:</b> Analyze seminal U.S. documents or 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.</p>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>

**Provo City School District**  
**English/Language Arts Standards**  
**Grades 11-12 Informative/Explanatory Writing: Semester 2**

<b>FOCUS STANDARDS: GRADES 11-12</b>	<b>ELEMENT</b>
<p><b>11-12.W.7:</b> Conduct short as well as 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.</p> <p><b>11-12.W.8:</b> 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 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.</p>	<b>Reading/ Research</b>
<p><b>11-12.W.2b:</b> 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.</p> <p><b>11-12.W.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (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.”).</p>	<b>Development</b>
<p><b>11-12.W.2a:</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>11-12.W.2c:</b> 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.</p> <p><b>11-12.W.2e:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<b>Organization</b>
<p><b>11-12.W.2d:</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>11-12.W.2e:</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing: <b>(11-12.L.2):</b> standard English capitalization, punctuation, and spelling.</p> <p><b>11-12.L.3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.</p> <p><b>11-12.W.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.W.6:</b> Use technology, including internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<b>Language Knowledge and Use for Production and Distribution of Writing</b>

**Provo City School District  
English/Language Arts Standards  
Grades 11-12 Reading Literature: Semester 2**

<b>FOCUS STANDARDS: GRADES 11-12</b>	<b>STRAND</b>
<p><b>11-12.RL.1:</b> 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.</p> <p><b>11-12.RL.2:</b> 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; provide an objective summary of the text.</p> <p><b>11-12.RL.3:</b> 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).</p>	<b>KEY IDEAS and DETAILS</b>
<p><b>11-12.RL.4:</b> 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.)</p> <p><b>11-12.RL.5:</b> 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.</p> <p><b>11-12.RL.6:</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<b>CRAFT AND STRUCTURE</b>
<p><b>11-12.RL.7:</b> 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 and one play by an American dramatist.)</p> <p><b>11-12.RL.8:</b> (not applicable to literature)</p> <p><b>11-12.RL.9:</b> 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.</p>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>

**Provo City School District  
English/Language Arts Standards  
Grades 11-12 Argument Writing: Semester 1**

<b>FOCUS STANDARDS: GRADES 11-12</b>	<b>ELEMENT</b>
<p><b>11-12.W.7:</b> Conduct short as well as 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.</p> <p><b>11-12.W.8:</b> 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 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.</p>	<b>Reading/ Research</b>
<p><b>11-12.W.1b:</b> 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.</p>	<b>Development</b>
<p><b>11-12.W.1a:</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p><b>11-12.W.1c:</b> 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.</p> <p><b>11-12.W.2e:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<b>Organization</b>
<p><b>11-12.W.1d:</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing: <b>(11-12.L.2):</b> standard English capitalization, punctuation, and spelling.</p> <p><b>11-12.L.3:</b> Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style.</p> <p><b>11-12.W.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.W.6:</b> Use technology, including internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<b>Language Knowledge and Use for Production and Distribution of Writing</b>