

Reading			
Reading Foundations			

Print Concepts			
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x.RF.1	<p><b>K.RF.1</b> Demonstrate understanding of the organization and basic features of print by:</p> <p>a) Following words from left to right, top to bottom, and page by page;</p> <p>b) Understanding that words are separated by spaces in print.</p>	<p><b>1.RF.1</b> Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	Intentionally Left Blank
PLDs	<p>The Advanced student explains the organization and basic features of print by describing:</p> <p>a) how words are written from left to right, top to bottom, and page by page,</p> <p>b) why words are separated by spaces in print.</p> <p>The Proficient student demonstrates understanding of the organization and basic features of print by:</p> <p>a) following words from left to right, top to bottom, and page by page,</p> <p>b) understanding that words are separated by spaces in print.</p> <p>The Basic Student demonstrates partial understanding of the organization and basic features of print by:</p> <p>a) following words from left to right, top to bottom, or page by page,</p> <p>b) identifying spaces in print.</p> <p>The Below Basic student demonstrates emerging awareness of the organization and basic features of print by:</p> <p>a) with prompting and support, following words from either left to right, top to bottom, or page to page,</p> <p>b) with prompting and support, identifying spaces in print.</p>	<p>The Advanced student explains the organization and basic features of print after recognizing the distinguishing features of a sentence (i.e., first word, capitalization, ending punctuation).</p> <p>The Proficient student demonstrates understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (i.e., first word, capitalization, ending punctuation).</p> <p>The Basic Student demonstrates partial understanding of some of the organization and basic features of print by recognizing some distinguishing features of a sentence (i.e., first word, capitalization, ending punctuation).</p> <p>The Below Basic student, with prompting and support, may identify that sentences are made of words and recognize some features of print, such as capital letters or spaces.</p>	Intentionally Left Blank

Phonemic Awareness			
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x.RF.2	<p><b>K.RF.2</b> Isolate, blend, and segment the sounds in three phoneme words.</p>	<p><b>1.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes) by:</p> <p>a) Distinguishing long from short vowel sounds in spoken single-syllable words,</p> <p>b) Orally producing single-syllable words by blending sounds (phonemes), including consonant blends,</p> <p>c) Isolating and pronouncing initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words,</p> <p>d) Segmenting spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	Intentionally Left Blank
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Domain	Grade K	Grade 1	Grade 2
<b>PLDs</b>	<p>The Advanced student isolates, blends, and segments the sounds in four-phoneme words.</p> <p>The Proficient student isolates, blends, and segments the sounds in three-phoneme words.</p> <p>The Basic Student isolates, blends, and segments the sounds in two-phoneme words.</p> <p>The Below Basic student, with guidance, can isolate some individual sounds in words.</p>	<p>The Advanced student consistently demonstrates understanding of spoken words, syllables, and sounds (phonemes) by automatically:</p> <ul style="list-style-type: none"> <li>a) distinguishing long from short vowel sounds spoken single-syllable words,</li> <li>b) orally producing single-syllable words by blending sounds, including consonant blends,</li> <li>c) isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words,</li> <li>d) segmenting spoken single-syllable words into their complete sequence of individual sounds.</li> </ul> <p>The Proficient student demonstrates understanding of spoken words, syllables, and sounds (phonemes) by:</p> <ul style="list-style-type: none"> <li>a) distinguishing long from short vowel sounds in spoken single-syllable words,</li> <li>b) orally producing single-syllable words by blending sounds, including consonant blends,</li> <li>c) isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words,</li> <li>d) segmenting spoken single-syllable words into their complete sequence of individual sounds.</li> </ul> <p>The Basic Student demonstrates partial understanding of spoken words, syllables, or sounds (phonemes) when:</p> <ul style="list-style-type: none"> <li>a) distinguishing long from short vowel sounds in spoken single-syllable words,</li> <li>b) orally producing single-syllable words by blending sounds, including consonant blends,</li> <li>c) isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words,</li> <li>d) segmenting spoken single-syllable words into their complete sequence of individual sounds.</li> </ul> <p>The Below Basic student, with prompting and support, demonstrates limited understanding of spoken words, syllables, or sounds (phonemes) when:</p> <ul style="list-style-type: none"> <li>a) distinguishing long from short vowel sounds in spoken single-syllable words,</li> <li>b) orally producing single-syllable words by blending sounds, including consonant blends,</li> <li>c) isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words,</li> <li>d) segmenting spoken single-syllable words into their complete sequence of individual sounds.</li> </ul>	Intentionally Left Blank

Domain	Grade K	Grade 1	Grade 2
<b>x.RF.3</b>	<b>K.RF.3</b> Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words, with supports as needed.	<b>1.RF.3</b> Add, substitute, and delete individual sounds(phonemes) in simple, one-syllable words to make new words.	<b>2.RF.3</b> Add, substitute, and delete individual sounds within beginning and ending blends to make new words.
<b>PLDs</b>	<p>The Advanced student adds, substitutes, and deletes individual sounds (phonemes) with automaticity in simple, one-syllable words to make new words.</p> <p>The Proficient student adds, substitutes, and deletes individual sounds (phonemes) in simple, one-syllable words to make new words with supports (e.g. manipulatives, etc.) as needed.</p> <p>The Basic Student inconsistently adds, substitutes, and deletes individual sounds (phonemes) in simple, one-syllable words to make new words with supports (e.g. manipulatives, etc.) as needed.</p> <p>The Below Basic Student, with significant prompting and modeling, adds, substitutes, and deletes some individual sounds (phonemes) in simple, one-syllable words to make new words with supports (e.g. manipulatives).</p>	<p>The Advanced student adds, substitutes, and deletes individual sounds (phonemes) with automaticity in simple, one-syllable words to make new words.</p> <p>The Proficient student adds, substitutes, and deletes individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>The Basic Student inconsistently adds, substitutes, and deletes individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>The Below Basic Student, with significant prompting and modeling, adds, substitutes, and deletes some individual sounds (phonemes) in simple, one-syllable words to make new words with supports (e.g. manipulatives).</p>	<p>The Advanced student adds, substitutes, and deletes individual sounds within beginning and ending blends with automaticity to make new words.</p> <p>The Proficient student adds, substitutes, and deletes individual sounds within beginning and ending blends to make new words.</p> <p>The Basic Student inconsistently adds, substitutes, and deletes individual sounds within beginning and ending blends to make new words.</p> <p>The Below Basic student, with prompting and modeling, adds, substitutes, and deletes sounds in simple, one-syllable words to make new words.</p>

#### **Phonics and Word Recognition**

<b>x.RF.4</b>	<p><b>K.RF.4</b> Know and apply grade-level phonics skills to:</p> <p>a) name all upper- and lowercase letters of the alphabet,</p> <p>b) produce the primary or many of the most frequent sounds for each consonant,</p> <p>c) associate the long and short sounds with common spellings (graphemes) for the five major vowels,</p> <p>d) decode CVC words.</p>	<p><b>1.RF.4</b> Know and apply grade-level phonics skills to decode:</p> <p>a) common consonant digraphs,</p> <p>b) regularly spelled one-syllable words,</p> <p>c) final -e and common vowel teams that represent long vowel sounds,</p> <p>d) two-syllable words following basic patterns by breaking the words into syllables,</p> <p>e) words with inflectional endings.</p>	<p><b>2.RF.4</b> Know and apply grade-level phonics skills to decode:</p> <p>a) short and long vowels when reading regularly spelled one-syllable words,</p> <p>b) common vowel teams,</p> <p>c) regularly spelled two-syllable words with long vowels,</p> <p>d) words with common prefixes and suffixes,</p> <p>e) words with inconsistent but common spelling-sound correspondences.</p>
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Domain	Grade K	Grade 1	Grade 2
<b>PLDs</b>	<p>The Advanced student knows and applies grade-level phonics skills with automaticity to:</p> <ul style="list-style-type: none"> <li>a) name all upper- and lowercase letters of the alphabet,</li> <li>b) produce the primary sound(s) for each consonant,</li> <li>c) associate the long and short sounds with common spellings (graphemes) for the five major vowels</li> <li>d) decode CVC words.</li> </ul> <p>The Proficient student knows and applies grade-level phonics skills to:</p> <ul style="list-style-type: none"> <li>a) name all upper- and lowercase letters of the alphabet,</li> <li>b) produce the primary sound(s) for each consonant,</li> <li>c) associate the long and short sounds with common spellings (graphemes) for the five major vowels,</li> <li>d) decode CVC words.</li> </ul> <p>The Basic student inconsistently knows and applies grade-level phonics skills when:</p> <ul style="list-style-type: none"> <li>a) naming all upper- and lowercase letters of the alphabet,</li> <li>b) producing the primary sound(s) for each consonant,</li> <li>c) associating long and short sounds with common spellings (graphemes) for the five major vowels,</li> <li>d) decoding CVC words.</li> </ul> <p>The Below Basic student, with prompting and support, may</p> <ul style="list-style-type: none"> <li>a) name upper- and lowercase letters of the alphabet</li> <li>b) produce the primary sound(s) for some consonants,</li> <li>c) associate the long and short sounds with common spellings (graphemes) for some of the major vowels,</li> <li>d) decode CVC words.</li> </ul>	<p>The Advanced student knows and applies grade-level phonics skills with automaticity to decode:</p> <ul style="list-style-type: none"> <li>a) common consonant digraphs,</li> <li>b) regularly spelled one-syllable words,</li> <li>c) final -e and common vowel teams that represent long vowel sounds,</li> <li>d) two-syllable words following basic patterns by breaking the words into syllables,</li> <li>e) words with inflectional endings.</li> </ul> <p>The Proficient student knows and applies grade-level phonics skills to decode:</p> <ul style="list-style-type: none"> <li>a) common consonant digraphs,</li> <li>b) regularly spelled one-syllable words,</li> <li>c) final -e and common vowel teams that represent long vowel sounds,</li> <li>d) two-syllable words following basic patterns by breaking the words into syllables,</li> <li>e) words with inflectional endings.</li> </ul> <p>The Basic student inconsistently knows and applies grade-level phonics skills when decoding:</p> <ul style="list-style-type: none"> <li>a) common consonant digraphs,</li> <li>b) regularly spelled one-syllable words,</li> <li>c) final -e and common vowel teams that represent long vowel sounds,</li> <li>d) two-syllable words following basic patterns by breaking the words into syllables,</li> <li>e) words with inflectional endings.</li> </ul> <p>The Below Basic student inconsistently knows and applies grade-level phonics skills to decode some:</p> <ul style="list-style-type: none"> <li>a) common consonant digraphs,</li> <li>b) regularly spelled one-syllable words,</li> <li>c) final -e and common vowel teams that represent long vowel sounds with support,</li> <li>d) two-syllable words following basic patterns by breaking the words into syllables with support,</li> <li>e) words with inflectional endings.</li> </ul>	<p>The Advanced student knows and applies grade-level phonics skills with automaticity to decode:</p> <ul style="list-style-type: none"> <li>a) short and long vowels when reading regularly spelled one-syllable words,</li> <li>b) common vowel teams,</li> <li>c) regularly spelled two-syllable words with long vowels,</li> <li>d) words with common prefixes and suffixes,</li> <li>e) words with inconsistent but common spelling-sound correspondences.</li> </ul> <p>The Proficient student knows and applies grade-level phonics skills to decode:</p> <ul style="list-style-type: none"> <li>a) short and long vowels when reading regularly spelled one-syllable words,</li> <li>b) common vowel teams,</li> <li>c) regularly spelled two-syllable words with long vowels,</li> <li>d) words with common prefixes and suffixes,</li> <li>e) words with inconsistent but common spelling-sound correspondences.</li> </ul> <p>The Basic student inconsistently knows and applies grade-level phonics skills when decoding:</p> <ul style="list-style-type: none"> <li>a) short and long vowels when reading regularly spelled one-syllable words,</li> <li>b) common vowel teams,</li> <li>c) regularly spelled two-syllable words with long vowels,</li> <li>d) words with common prefixes and suffixes,</li> <li>e) words with inconsistent but common spelling-sound correspondences.</li> </ul> <p>The Below Basic student inconsistently knows and applies grade-level phonics skills to decode some:</p> <ul style="list-style-type: none"> <li>a) short and long vowels when reading regularly spelled one-syllable words,</li> <li>b) common vowel teams,</li> <li>c) regularly spelled two-syllable words with long vowels,</li> <li>d) words with common prefixes and suffixes,</li> <li>e) words with inconsistent but common spelling-sound correspondences.</li> </ul>

Domain	Grade K	Grade 1	Grade 2
<b>x.RF.5</b>	<b>K.RF.5</b> Read grade-appropriate high-frequency words.	<b>1.RF.5</b> Read grade-appropriate high-frequency words.	<b>2.RF.5</b> Read grade-appropriate high-frequency words.
<b>PLDs</b>	<p>The Advanced student reads grade-appropriate high-frequency words with automaticity.</p> <p>The Proficient student reads grade-appropriate high-frequency words.</p> <p>The Basic student inconsistently reads grade-appropriate high-frequency words.</p> <p>The Below Basic student attempts to read a small number of grade-appropriate high-frequency words.</p>	<p>The Advanced student reads grade-appropriate high-frequency words with automaticity.</p> <p>The Proficient student reads grade-appropriate high-frequency words.</p> <p>The Basic student inconsistently reads grade-appropriate high-frequency words.</p> <p>The Below Basic student attempts to read a small number of grade-appropriate high-frequency words and/or reads below grade-level high-frequency words.</p>	<p>The Advanced student reads grade-appropriate high-frequency words with automaticity.</p> <p>The Proficient student reads grade-appropriate high-frequency words.</p> <p>The Basic student inconsistently reads grade-appropriate high-frequency words.</p> <p>The Below Basic student attempts to read a small number of grade-appropriate high-frequency words and/or reads below grade-level high-frequency words.</p>
<b>x.RF.6</b>	<b>K.RF.6</b> Demonstrate automaticity in decoding CVC words by accurately and fluently reading them in isolation and within connected text to support foundational reading skills and comprehension.	<b>1.RF.6</b> Read grade-level text with accuracy, automaticity, and appropriate prosody to support comprehension, applying phonics knowledge, decoding strategies, and high-frequency word recognition.	<b>2.RF.6</b> Read grade-level text with accuracy, automaticity, and appropriate prosody to support comprehension, applying phonics knowledge, decoding strategies, and high-frequency word recognition.
<b>PLDs</b>	<p>The Advanced student consistently demonstrates automaticity in reading/decoding CVC words by accurately and fluently reading them in isolation and within connected text to support foundational reading skills and comprehension.</p> <p>The Proficient student demonstrates automaticity in decoding CVC words by accurately and fluently reading them in isolation and within connected text to support foundational reading skills and comprehension.</p> <p>The Basic student decodes CVC words in isolation but struggles with fluency and reading them within connected text.</p> <p>The Below Basic student, with prompting and support, can decode a few CVC words in isolation but struggles with fluency and reading them within connected text.</p>	<p>The Advanced student consistently reads grade-level text with accuracy, automaticity, and appropriate prosody to support comprehension, including applying phonics knowledge, decoding strategies, and high-frequency word recognition.</p> <p>The Proficient student reads grade-level text with accuracy, automaticity, and appropriate prosody to support comprehension, including applying phonics knowledge, decoding strategies, and high-frequency word recognition.</p> <p>The Basic student reads grade-level text with limited accuracy, automaticity, and/or prosody and may inconsistently apply phonics knowledge, decoding strategies, and high-frequency word recognition.</p> <p>The Below Basic student, with prompting and support, attempts to read grade-level text but demonstrates limited accuracy, automaticity, and prosody and inconsistently applies phonics knowledge, decoding strategies, and high-frequency word recognition.</p>	<p>The Advanced student consistently reads grade-level text with accuracy, automaticity, and appropriate prosody to support comprehension, including applying phonics knowledge, decoding strategies, and high-frequency word recognition.</p> <p>The Proficient student reads grade-level text with accuracy, automaticity, and appropriate prosody to support comprehension, including applying phonics knowledge, decoding strategies, and high-frequency word recognition.</p> <p>The Basic student reads grade-level text with limited accuracy, automaticity, and/or prosody and may inconsistently apply phonics knowledge, decoding strategies, and high-frequency word recognition.</p> <p>The Below Basic student, with prompting and support, reads grade-level text but demonstrates limited accuracy, automaticity, and prosody and inconsistently applies phonics knowledge, decoding strategies, and high-frequency word recognition.</p>

Domain	Grade K	Grade 1	Grade 2
Reading Comprehension			
<b>x.RC.1</b>	<b>K.RC.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>1.RC.1</b> Ask and answer questions about key details in a text.	<b>2.RC.1</b> Ask and answer questions about key details in a text.
<b>PLDs</b>	<p>The Advanced student asks and answers questions about key details in a text.</p> <p>The Proficient student, with prompting and support, asks and answers questions about key details in a text.</p> <p>The Basic student, with prompting and support, asks or answers limited questions about key details in a text.</p> <p>The Below Basic Student, with support, may respond by sharing a thought about the text.</p>	<p>The Advanced student consistently asks and answers questions about key details in a text.</p> <p>The Proficient student asks and answers questions about key details in a text.</p> <p>The Basic student, with prompting and support, asks or answers some questions about key details in a text.</p> <p>The Below Basic Student, with support, may ask or answer simple questions or share an idea about the text.</p>	<p>The Advanced student asks and answers questions about key details referring to the text as the basis for the answer.</p> <p>The Proficient student asks and answers questions about key details in a text.</p> <p>The Basic student inconsistently asks and answers questions about key details in a text.</p> <p>The Below Basic Student may ask and answer basic questions or recall details from the text.</p>
<b>x.RC.2</b>	<b>K.RC.2</b> With prompting and support, retell a story including: characters, settings, and major events.	<b>1.RC.2</b> Retell a story which includes: main idea, key details, characters, setting, and main events.	<b>2.RC.2</b> Recount the order of events in stories and poems, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral.
<b>PLDs</b>	<p>The Advanced student retells a story including characters, settings, and major events.</p> <p>The Proficient student, with prompting and support, retells a story including characters, settings, and major events.</p> <p>The Basic student, with prompting and support, partially retells a story including characters, settings, or major events.</p> <p>The Below Basic Student, with prompting and support, can share a favorite part, character, setting, or major event from a story.</p>	<p>The Advanced student recounts a story which includes main idea, key details, characters, setting, and main events.</p> <p>The Proficient student retells a story which includes main idea, key details, characters, setting, and main events.</p> <p>The Basic student partially retells a story which includes main idea, key details, characters, setting, or main events.</p> <p>The Below Basic Student, with prompting and support, can share a remembered part, character, setting, or main event from a story.</p>	<p>The Advanced student recounts the order of events in stories and poems, including fables and folktales from diverse cultures, and refers to the text to determine the central message, lesson, or moral.</p> <p>The Proficient student recounts the order of events in stories and poems, including fables and folktales from diverse cultures, and determines the central message, lesson, or moral.</p> <p>The Basic student partially recounts the order of events in stories and poems, including fables and folktales from diverse cultures, and inconsistently determines the central message, lesson, or moral.</p> <p>The Below Basic student, with prompting and support, retells events in stories and poems, including fables and folktales from diverse cultures, and inconsistently determines the central message, lesson, or moral.</p>

Domain	Grade K	Grade 1	Grade 2
<b>x.RC.3</b>	<b>K.RC.3</b> With prompting and support, identify the main topic and retell key details of a text.	<b>1.RC.3</b> Identify the main topic and retell key details of a text.	<b>2.RC.3</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
<b>PLDs</b>	<p>The Advanced student identifies the main topic and retells key details of a text.</p> <p>The Proficient student, with prompting and support, identifies the main topic and retells key details of a text.</p> <p>The Basic student, with prompting and support, identifies the main topic and partially retells key details of a text.</p> <p>The Below Basic Student, with prompting and support, recalls a key detail from a text and may refer to pictures or familiar ideas.</p>	<p>The Advanced student identifies the main topic and identifies how key details of a text are connected to it.</p> <p>The Proficient student identifies the main topic and retells key details of a text.</p> <p>The Basic student identifies the main topic and partially retells key details of a text.</p> <p>The Below Basic Student, with prompting and support, recalls a key detail or idea from a text and may recognize the main topic.</p>	<p>The Advanced student identifies the main topic of a multi-paragraph text and explains how specific paragraphs support the main topic.</p> <p>The Proficient student identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>The Basic student identifies the main topic of a multi-paragraph text but inconsistently identifies the focus of specific paragraphs within the text.</p> <p>The Below Basic Student, with prompting and support, recognizes the main topic of a multi-paragraph text and/or recalls key details from a specific paragraph within the text.</p>
<b>x.RC.4</b>	<b>K.RC.4</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.	<b>1.RC.4</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>2.RC.4</b> Describe how characters in a story respond to major events and challenges.
<b>PLDs</b>	<p>The Advanced student independently describes the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>The Proficient student, with prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>The Basic student, with prompting and support, partially describes the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>The Below Basic student may notice when two things are alike or different and, with prompting and support, can share a simple observation about individuals, events, ideas, or pieces of information in a text.</p>	<p>The Advanced student elaborates on the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>The Proficient student describes the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>The Basic student identifies the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>The Below Basic Student can share a simple observation about individuals, events, ideas, or pieces of information in a text or may notice when two things are alike or different.</p>	<p>The Advanced student describes how characters in a story respond to major events and challenges using examples from the text as evidence, and connects to themes or lessons.</p> <p>The Proficient student describes how characters in a story respond to major events and challenges.</p> <p>The Basic student identifies how characters in a story respond to major events and challenges.</p> <p>The Below Basic Student can share a simple observation about how a character feels or responds to a major event or challenge.</p>

Domain	Grade K	Grade 1	Grade 2
<b>x.RC.5</b>	Intentionally Left Blank	<b>1.RC.5</b> With prompting and support identify the author's purpose of a text.	<b>2.RC.5</b> With prompting and support, identify the author's purpose of a text using text evidence.
<b>PLDs</b>	Intentionally Left Blank	<p>The Advanced student independently identifies the author's purpose of a text.</p> <p>The Proficient student, with prompting and support, identifies the author's purpose of a text.</p> <p>The Basic student, with prompting and support, partially identifies the author's purpose of a text.</p> <p>The Below Basic Student, with prompting and support, can respond to simple questions about the author's purpose.</p>	<p>The Advanced student independently identifies the author's purpose of a text using text evidence.</p> <p>The Proficient student, with prompting and support, identifies the author's purpose of a text using text evidence.</p> <p>The Basic student, with prompting and support, partially identifies the author's purpose of a text and attempts to use text evidence.</p> <p>The Below Basic Student, with prompting and support, can respond to questions about the author's purpose.</p>
<b>x.RC.6</b>	Intentionally Left Blank	<b>1.RC.6</b> Know and use grade-appropriate text features to locate key facts or information in a text.	<b>2.RC.6</b> Know and use grade-appropriate literary and informational text features and text structures to identify key facts or ideas that enhance the understanding of a text.
<b>PLDs</b>	Intentionally Left Blank	<p>The Advanced student knows and uses grade-appropriate text features to efficiently locate key facts or information in a text.</p> <p>The Proficient student knows and uses grade-appropriate text features to locate key facts or information in a text.</p> <p>The Basic student inconsistently knows and uses grade-appropriate text features to locate key facts or information in a text.</p> <p>The Below Basic Student, with prompting and support, may identify or use grade-appropriate text features to locate key facts or information in a text.</p>	<p>The Advanced student knows and uses grade-appropriate literary and informational text features and text structures to efficiently identify key facts or ideas that enhance the understanding of a text.</p> <p>The Proficient student knows and uses grade-appropriate literary and informational text features and text structures to identify key facts or ideas that enhance the understanding of a text.</p> <p>The Basic student knows and uses limited grade-appropriate literary and informational text features and text structures to identify key facts or ideas.</p> <p>The Below Basic Student recognizes that literary and informational texts have different features and, with prompting and support, may use grade-appropriate text features to locate key facts or ideas.</p>



Domain	Grade K	Grade 1	Grade 2
<b>x.RC.7</b>	Intentionally Left Blank	Intentionally Left Blank	<b>2.RC.7</b> Identify key similarities and differences in the information or events presented in two different texts.
<b>PLDs</b>	Intentionally Left Blank	Intentionally Left Blank	<p>The Advanced student elaborates on key similarities and differences in the information or events presented in two different texts.</p> <p>The Proficient student identifies key similarities and differences in the information or events presented in two different texts.</p> <p>The Basic student partially identifies similarities or differences in the information or events presented in two different texts.</p> <p>The Below Basic Student, with prompting and support, can identify a simple similarity or difference between two stories or texts.</p>

### Speaking and Listening

Speaking and Listening			
<b>x.SL.1</b>	<b>K.SL.1</b> Using complete sentences, speak audibly and express thoughts, feelings, and ideas clearly.	<b>1.SL.1</b> Using complete sentences, speak audibly and express thoughts, feelings, and ideas clearly while staying on topic.	<b>2.SL.1</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>PLDs</b>	<p>The Advanced student consistently uses varied sentences to speak audibly and express thoughts, feelings, and ideas clearly and effectively.</p> <p>The Proficient student, using complete sentences, speaks audibly and expresses thoughts, feelings, and ideas clearly.</p> <p>The Basic student, with prompting and support, uses complete sentences to speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>The Below Basic Student, with prompting and support, uses single words or phrases to express simple thoughts, feelings, or ideas.</p>	<p>The Advanced student consistently uses varied and complex sentences to speak audibly and expresses detailed thoughts, feelings, and ideas clearly and effectively while staying on topic.</p> <p>The Proficient student, using complete sentences, speaks audibly and expresses thoughts, feelings, and ideas clearly while staying on topic.</p> <p>The Basic student, with prompting and support, uses complete sentences, speaks audibly and expresses thoughts, feelings, and ideas clearly while staying on topic.</p> <p>The Below Basic student, with prompting and support, expresses simple thoughts, feelings, and ideas often using incomplete sentences that may or may not be on topic.</p>	<p>The Advanced student consistently uses well-structured, complete sentences that are precise to the task and situation, providing thorough and relevant detail or clarification.</p> <p>The Proficient student produces complete sentences appropriate to task and situation in order to provide requested details or clarification.</p> <p>The Basic student produces complete sentences but may struggle to match the task or situation, providing limited details or clarification.</p> <p>The Below Basic Student, with prompting and support, expresses ideas that may be appropriate to task or situation using simple sentences, short phrases, and/or words and may attempt to provide requested details or clarification.</p>

Domain	Grade K	Grade 1	Grade 2
<b>x.SL.2</b>	Intentionally Left Blank	<b>1.SL.2</b> Describe people, places, things, and/or events with relevant details, expressing ideas and/or feelings clearly.	<b>2.SL.2</b> Tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>PLDs</b>	Intentionally Left Blank	<p>The Advanced student describes people, places, things, and/or events with relevant details, effectively conveying a range of ideas and emotions.</p> <p>The Proficient student describes people, places, things, and/or events with relevant details, expressing ideas and/or feelings clearly.</p> <p>The Basic student describes people, places, things, and/or events with limited details, sometimes requiring prompting to express ideas and/or feelings.</p> <p>The Below Basic Student, with prompting and support, briefly describes people, places, or events with simple words or phrases, and may share a feeling or idea.</p>	<p>The Advanced student narrates a story or recounts an experience with well-chosen facts and vivid details while speaking in organized and expressive sentences that engage the listener.</p> <p>The Proficient student tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>The Basic student tells a story or recounts an experience using complete sentences but may leave out important facts or include limited details.</p> <p>The Below Basic student attempts to tell a simple story or recount an experience but may lack coherence and/or leave out important facts and details.</p>
<b>x.SL.3</b>	<b>K.SL.3</b> With prompting and support, participate in collaborative conversations using complete sentences, following agreed-upon rules for discussions by gaining the floor in respectful ways, listening actively, speaking one at a time, and asking clarifying questions about Kindergarten topics and texts in multiple settings.	<b>1.SL.3</b> Participate in collaborative conversations using complete sentences, following agreed-upon rules for discussions by gaining the floor in respectful ways, listening actively, speaking one at a time, and asking clarifying questions about grade 1 topics and texts in multiple settings.	<b>2.SL.3</b> Participate in collaborative conversations following agreed-upon rules, listening actively, building upon others' talk in conversations, and asking clarifying questions to gather additional information about grade 2 topics and texts in multiple settings.

Domain	Grade K	Grade 1	Grade 2
<b>PLDs</b>	<p>The Advanced student participates in collaborative conversations using complete sentences, following agreed-upon rules for discussions by gaining the floor in respectful ways, listening actively, speaking one at a time, and asking clarifying questions about Kindergarten topics and texts in multiple settings.</p> <p>The Proficient student, with prompting and support, participates in collaborative conversations using complete sentences, following agreed-upon rules for discussions by gaining the floor in respectful ways, listening actively, speaking one at a time, and asking clarifying questions about Kindergarten topics and texts in multiple settings.</p> <p>The Basic student, with prompting and support, participates in collaborative conversations but inconsistently follows rules, listens, speaks one at a time and/or asks clarifying questions about Kindergarten topics and texts.</p> <p>The Below Basic Student, with prompting and support, may participate in collaborative conversations by attending to the speaker and asking questions about Kindergarten topics and texts.</p>	<p>The Advanced student facilitates collaborative conversations using complete sentences, following agreed-upon rules for discussions by gaining the floor in respectful ways, listening actively, speaking one at a time, and asking clarifying questions about grade 1 topics and texts in multiple settings.</p> <p>The Proficient student participates in collaborative conversations using complete sentences, following agreed-upon rules for discussions by gaining the floor in respectful ways, listening actively, speaking one at a time, and asking clarifying questions about grade 1 topics and texts in multiple settings.</p> <p>The Basic student participates in collaborative conversations but may need reminders to follow rules, actively listen, speak one at a time, and requires help to ask clarifying questions about grade 1 topics and texts in multiple settings.</p> <p>The Below Basic Student, with prompting and support, may participate in collaborative conversations by attending to the speaker, taking turns or sharing ideas, and asking or answering questions about grade 1 topics and texts.</p>	<p>The Advanced student facilitates collaborative conversations following agreed-upon rules, listening actively, building and extending upon others' talk in conversations, and asking clarifying questions to gather additional information about grade 2 topics and texts in multiple settings.</p> <p>The Proficient student participates in collaborative conversations following agreed-upon rules, listening actively, building upon others' talk in conversations, and asking clarifying questions to gather additional information about grade 2 topics and texts in multiple settings.</p> <p>The Basic student participates in collaborative conversations, but may need reminders to follow agreed-upon rules, listen actively, build upon others' talk in conversations, and may require help in asking clarifying questions to gather additional information about grade 2 topics and texts in multiple settings.</p> <p>The Below Basic Student, with prompting and support, may participate in collaborative conversations by attending and listening to the speaker, taking turns or sharing ideas, and asking or answering questions about grade 2 topics and texts.</p>

## Writing

### Writing Foundations

<b>x.WF.1</b>	<b>K.WF.1</b> Print all upper- and lowercase letters with minimal reversals and rotations.	<b>1.WF.1</b> Print all upper- and lowercase letters accurately and with automaticity.	Intentionally Left Blank
<b>PLDs</b>	<p>The Advanced student accurately prints all upper- and lowercase letters.</p> <p>The Proficient student prints all upper- and lowercase letters with minimal reversals and rotations.</p> <p>The Basic student prints some upper- and lowercase letters with minimal reversals and rotations.</p> <p>The Below Basic Student, with prompting and support, attempts to form letters accurately, demonstrating growing awareness of letter shapes.</p>	<p>The Advanced student consistently prints all upper- and lowercase letters accurately, automatically, and with precision.</p> <p>The Proficient student prints all upper- and lowercase letters accurately and with automaticity.</p> <p>The Basic student prints all upper- and lowercase letters with minimal reversals and rotations.</p> <p>The Below Basic Student prints some upper- and lowercase letters accurately, showing progress toward consistent letter formation.</p>	Intentionally Left Blank

Domain	Grade K	Grade 1	Grade 2
<b>x.WF.2</b>	<b>K.WF.2</b> Print letters, words, and sentences with proper proportion, size, and spacing.	<b>1.WF.2</b> Prints words and sentences with proper proportion, size, and spacing.	<b>2.WF.2</b> Writes words, sentences, and paragraphs (including indentation) with proper proportion, size, and spacing.
<b>PLDs</b>	<p>The Advanced student automatically prints letters, words, and sentences with proper proportion, size, and spacing.</p> <p>The Proficient student prints letters, words, and sentences with proper proportion, size, and spacing.</p> <p>The Basic student, with prompting and support, prints letters, words, and sentences with proper proportion, size, and spacing.</p> <p>The Below Basic Student, with prompting and support, attempts to print letters, words, and sentences and may show developing control of size and spacing.</p>	<p>The Advanced student automatically and consistently prints words and sentences with proper proportion, size, and spacing.</p> <p>The Proficient student prints words and sentences with proper proportion, size, and spacing.</p> <p>The Basic student, with prompting and support, prints words and sentences with proper proportion, size, and spacing.</p> <p>The Below Basic Student, with prompting and support, attempts to print words or sentences with proper proportion, size, and spacing.</p>	<p>The Advanced student automatically and consistently writes words, sentences, and paragraphs (including indentation) with proper proportion, size, and spacing.</p> <p>The Proficient student writes words, sentences, and paragraphs (including indentation) with proper proportion, size, and spacing.</p> <p>The Basic student, with prompting and support, writes words, sentences, and paragraphs (including indentation) with proper proportion, size, and spacing.</p> <p>The Below Basic Student, with prompting and support, attempts to write words, sentences, or short paragraphs (including indentation) with proper proportion, size, and spacing.</p>
<b>x.WF.3</b>	<b>K.WF.3</b> Write a simple sentence with a subject and a predicate.	<b>1.WF.3</b> Write a compound sentence accurately using grade-appropriate conjunctions.	<b>2.WF.3</b> Write compound sentences accurately using grade-appropriate conjunctions.
<b>PLDs</b>	<p>The Advanced student writes a descriptive simple sentence with a subject and a predicate.</p> <p>The Proficient student writes a simple sentence with a subject and a predicate.</p> <p>The Basic student, with prompting and support, writes a simple sentence with a subject and a predicate.</p> <p>The Below Basic Student, with prompting and support, attempts to write simple sentences and demonstrates an emerging understanding of sentence structure (e.g. through copying, dictation, drawing, etc.).</p>	<p>The Advanced student consistently writes compound sentences accurately using varied, conjunctions.</p> <p>The Proficient student writes compound sentences accurately using grade-appropriate conjunctions.</p> <p>The Basic student writes compound sentences using limited or incorrect grade-appropriate conjunctions.</p> <p>The Below Basic Student, with prompting and support, attempts to write and join ideas using limited or incorrect conjunctions, demonstrating an emerging understanding of combining ideas within writing.</p>	<p>The Advanced student consistently writes compound sentences accurately using varied, conjunctions.</p> <p>The Proficient student writes compound sentences accurately using grade-appropriate conjunctions.</p> <p>The Basic student writes compound sentences using limited or incorrect grade-appropriate conjunctions.</p> <p>The Below Basic Student, with prompting and support, attempts to write and join ideas using limited or incorrect conjunctions, demonstrating an understanding of combining ideas within writing.</p>

Domain	Grade K	Grade 1	Grade 2
<b>x.WF.4</b>	<b>K.WF.4</b> Accurately spell and use grade-appropriate high-frequency words in writing activities.	<b>1.WF.4</b> Accurately spell and use grade-appropriate high-frequency words in writing activities.	<b>2.WF.4</b> Accurately spell and use grade-appropriate high-frequency words in writing activities.
<b>PLDs</b>	<p>The Advanced student consistently and accurately spells and uses a wide variety of high-frequency words in writing activities.</p> <p>The Proficient student accurately spells and uses grade-appropriate high-frequency words in writing activities.</p> <p>The Basic student, with prompting and support, accurately spells and uses grade-appropriate high-frequency words in writing activities.</p> <p>The Below Basic Student, with prompting and support, attempts to spell and use grade-appropriate high-frequency words in writing activities.</p>	<p>The Advanced student consistently and accurately spells and uses a wide variety of high-frequency words in writing activities.</p> <p>The Proficient student accurately spells and uses grade-appropriate high-frequency words in writing activities.</p> <p>The Basic student, with prompting and support, accurately spells and uses grade-appropriate high-frequency words in writing activities.</p> <p>The Below Basic Student, with prompting and support, attempts to spell and use grade-appropriate high-frequency words in writing activities.</p>	<p>The Advanced student consistently and accurately spells and uses a wide variety of high-frequency words in writing activities.</p> <p>The Proficient student accurately spells and uses grade-appropriate high-frequency words in writing activities.</p> <p>The Basic student spells and uses grade-appropriate high-frequency words in writing activities with minimal errors.</p> <p>The Below Basic Student attempts to spell and use limited high-frequency words in writing activities.</p>

#### Writing Conventions

<b>X.WC.1</b>	<b>K.WC.1</b> With minimal prompting, capitalize the first word in a sentence, the pronoun "I," and the first letters in first and last names.	<b>1.WC.1</b> With minimal prompting, capitalizes dates and names of people.	<b>2.WC.1</b> With minimal prompting, capitalizes holidays, product names, and geographic names.
<b>PLDs</b>	<p>The Advanced student independently capitalizes the first word in a sentence, the pronoun "I," and the first letters in first and last names.</p> <p>The Proficient student, with minimal prompting, capitalizes the first word in a sentence, the pronoun "I," and the first letters in first and last names.</p> <p>The Basic student, with prompting and support, capitalizes the first word in a sentence, the pronoun "I," and/or the first letters in first and last names.</p> <p>The Below Basic Student, with prompting and support, may capitalize the first word in a sentence, the pronoun "I," and/or the first letters in first and last names.</p>	<p>The Advanced student independently capitalizes dates and names of people.</p> <p>The Proficient student, with minimal prompting, capitalizes dates and names of people.</p> <p>The Basic student, with prompting and support, capitalizes dates and names of people.</p> <p>The Below Basic Student, with prompting and support, may capitalize dates and/or names of people.</p>	<p>The Advanced student independently capitalizes holidays, product names, and geographic names.</p> <p>The Proficient student, with minimal prompting, capitalizes holidays, product names, and geographic names.</p> <p>The Basic student, with prompting and support, capitalizes holidays, product names, and geographic names.</p> <p>The Below Basic Student, with prompting and support, may capitalize holidays, product names, and/or geographic names.</p>

Domain	Grade K	Grade 1	Grade 2
<b>X.WC.2</b>	<b>K.WC.2</b> Correctly use all end punctuation marks.	<b>1.WC.2</b> With minimal prompting, uses commas to separate words in a series.	<b>2.WC.2</b> With minimal prompting, uses apostrophes to form contractions, frequently occurring singular possessives, and plural possessives.
<b>PLDs</b>	<p>The Advanced student correctly uses all end punctuation marks and justifies their choices.</p> <p>The Proficient student correctly uses all end punctuation marks.</p> <p>The Basic student, with prompting and support, correctly uses all end punctuation marks.</p> <p>The Below Basic Student, with prompting and support, attempts to use some punctuation marks.</p>	<p>The Advanced student independently uses commas to separate words in a series.</p> <p>The Proficient student, with minimal prompting, uses commas to separate words in a series.</p> <p>The Basic student, with prompting and support, uses commas to separate words in a series.</p> <p>The Below Basic Student, with prompting and support, attempts to use commas to separate words in a series.</p>	<p>The Advanced student independently uses apostrophes to form contractions, singular possessives, and plural possessives.</p> <p>The Proficient student, with minimal prompting, uses apostrophes to form contractions, frequently occurring singular possessives, and plural possessives.</p> <p>The Basic student, with prompting and support, uses apostrophes to form contractions, singular possessives, and plural possessives.</p> <p>The Below Basic Student, with prompting and support, attempts to use apostrophes and demonstrates awareness of contractions or possessives.</p>
<b>X.WC.3</b>	Intentionally Left Blank	<b>1.WC.3</b> With minimal prompting, demonstrates command of standard English grammar and usage when writing by: <ul style="list-style-type: none"> <li>a) Using common, proper, and possessive nouns,</li> <li>b) Using singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop),</li> <li>c) Using personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything),</li> <li>d) Using 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),</li> <li>e) Using frequently occurring adjectives,</li> <li>f) Using frequently occurring prepositions (e.g., during, beyond, toward).</li> </ul>	<b>2.WC.3</b> With minimal prompting, demonstrates command of the conventions of standard English grammar and usage when writing by: <ul style="list-style-type: none"> <li>a) Using collective nouns (e.g., group),</li> <li>b) Forming and using frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish),</li> <li>c) Using reflexive pronouns (e.g., myself, ourselves),</li> <li>d) Forming and using the past tense of frequently occurring irregular verbs (e.g., sat, hid, told),</li> <li>e) Using adjectives and adverbs, and choosing between them, depending on what is to be modified.</li> </ul>

Domain	Grade K	Grade 1	Grade 2
PLDs	Intentionally Left Blank	<p>The Advanced student demonstrates command of standard English grammar and usage when writing by independently:</p> <ul style="list-style-type: none"> <li>a) using common, proper, and possessive nouns,</li> <li>b) using singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop),</li> <li>c) using personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything),</li> <li>d) using 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),</li> <li>e) using frequently occurring adjectives,</li> <li>f) using frequently occurring prepositions (e.g., during, beyond, toward).</li> </ul> <p>The Proficient student, with minimal prompting, demonstrates command of standard English grammar and usage when writing by:</p> <ul style="list-style-type: none"> <li>a) using common, proper, and possessive nouns,</li> <li>b) using singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop),</li> <li>c) using personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything),</li> <li>d) using 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),</li> <li>e) using frequently occurring adjectives,</li> <li>f) using frequently occurring prepositions (e.g., during, beyond, toward).</li> </ul> <p>The Basic student, with prompting and support, demonstrates command of standard English grammar and usage when writing by:</p> <ul style="list-style-type: none"> <li>a) using common, proper, and possessive nouns,</li> <li>b) using singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop),</li> <li>c) using personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything),</li> <li>d) using 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),</li> <li>e) using frequently occurring adjectives,</li> <li>f) using frequently occurring prepositions (e.g., during, beyond, toward).</li> </ul> <p>The Below Basic Student, with prompting and support, attempts to use nouns, verbs, pronouns, adjectives and/or prepositions in writing and demonstrates awareness of some grammar and usage rules.</p>	<p>The Advanced student demonstrates command of the conventions of standard English grammar and usage when writing by independently:</p> <ul style="list-style-type: none"> <li>a) using collective nouns (e.g., group),</li> <li>b) forming and using frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish),</li> <li>c) using reflexive pronouns (e.g., myself, ourselves),</li> <li>d) forming and using the past tense of frequently occurring irregular verbs (e.g., sat, hid, told),</li> <li>e) using adjectives and adverbs, and choosing between them, depending on what is to be modified.</li> </ul> <p>The Proficient student, with minimal prompting, demonstrates command of the conventions of standard English grammar and usage when writing by:</p> <ul style="list-style-type: none"> <li>a) using collective nouns (e.g., group),</li> <li>b) forming and using frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish),</li> <li>c) using reflexive pronouns (e.g., myself, ourselves),</li> <li>d) forming and using the past tense of frequently occurring irregular verbs (e.g., sat, hid, told),</li> <li>e) using adjectives and adverbs, and choosing between them, depending on what is to be modified.</li> </ul> <p>The Basic student, with prompting and support, demonstrates command of the conventions of standard English grammar and usage when writing by:</p> <ul style="list-style-type: none"> <li>a) using collective nouns (e.g., group),</li> <li>b) forming and using frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish),</li> <li>c) using reflexive pronouns (e.g., myself, ourselves),</li> <li>d) forming and using the past tense of frequently occurring irregular verbs (e.g., sat, hid, told),</li> <li>e) using adjectives and adverbs, and choosing between them, depending on what is to be modified.</li> </ul> <p>The Below Basic Student, with prompting and support, attempts to use collective nouns, irregular plural nouns, reflexive pronouns, irregular verbs, adjective, and adverbs in writing and demonstrates awareness of some grammar and usage rules.</p>



Domain	Grade K	Grade 1	Grade 2
<b>X.WC.4</b>	<b>K.WC.4</b> Accurately spells grade-level CVC words containing the most frequently used consonant and vowel sounds in writing.	<b>1.WC.4</b> Accurately spells grade-level words containing common consonant digraphs, regularly spelled one-syllable words, final e, and common vowel teams in writing.	<b>2.WC.4</b> Accurately spells one- and two-syllable words containing common grade-level vowel teams and affixes in writing.
<b>PLDs</b>	<p>The Advanced student consistently and automatically spells grade-level CVC words containing the most frequently used consonant and vowel sounds in writing.</p> <p>The Proficient student accurately spells grade-level CVC words containing the most frequently used consonant and vowel sounds in writing.</p> <p>The Basic student, with prompting and support, spells grade-level CVC words containing the most frequently used consonant and vowel sounds in writing.</p> <p>The Below Basic student, with prompting and support, attempts to write the initial, medial, and/or final grapheme of a CVC word.</p>	<p>The Advanced student consistently and automatically spells grade-level words containing common consonant digraphs, regularly spelled one-syllable words, final e, and common vowel teams in writing.</p> <p>The Proficient student accurately spells grade-level words containing common consonant digraphs, regularly spelled one-syllable words, final e, and common vowel teams in writing.</p> <p>The Basic student, with prompting and support, spells grade-level words containing common consonant digraphs, regularly spelled one-syllable words, final e, and common vowel teams in writing.</p> <p>The Below Basic student, with prompting and support, may spell some grade-level words containing common consonant digraphs, regularly spelled one-syllable words, final e, and/or common vowel teams in writing.</p>	<p>The Advanced student consistently and automatically spells one- and two-syllable words containing common grade-level vowel teams and affixes in writing.</p> <p>The Proficient student accurately spells one- and two-syllable words containing common grade-level vowel teams and affixes in writing.</p> <p>The Basic student, with prompting and support, spells one- and two-syllable words containing common grade-level vowel teams and affixes in writing.</p> <p>The Below Basic Student, with prompting and support, attempts to spell one- or two-syllable words containing common grade-level vowel teams and/or affixes in writing.</p>

#### Writing Process and Production

<b>X.WP.1</b>	<b>K.WP.1</b> Use a combination of drawing, dictating, and writing to express an opinion, tell a story, or give information.	<b>1.WP.1</b> Write sentences in a sequential order to express an opinion, tell a story, or give information with guidance in paragraph structure.	<b>2.WP.1</b> Write a paragraph to express an opinion, tell a story, or give information including an introduction, details, conclusion, and transition words according to text type.
<b>PLDs</b>	<p>The Advanced student independently writes to express an opinion, tell a story, or give information and may include an illustration that enhances the writing.</p> <p>The Proficient student uses a combination of drawing and writing to express an opinion, tell a story, or give information.</p> <p>The Basic student, with prompting and support, uses a combination of drawing and writing to express an opinion, tell a story, or give information, and may also include dictating to a scribe.</p> <p>The Below Basic student, with prompting and support, may use a combination of drawing and dictating to a scribe to express an opinion, tell a story, or give information.</p>	<p>The Advanced student independently writes a paragraph using transition words and sentences that support a logical order to express an opinion, tell a story, or give information.</p> <p>The Proficient student, with minimal support, writes a paragraph with sentences in a logical order to express an opinion, tell a story, or give information.</p> <p>The Basic student, with guidance and support, writes a paragraph with sentences in a logical order to express an opinion, tell a story, or give information.</p> <p>The Below Basic Student, with prompting and support, attempts to write words or short sentences to share ideas, stories, or information, and may use a combination of drawing or dictating/dictation to a scribe to support their message.</p>	<p>The Advanced student writes a composition with a clear introduction, relevant and detailed supporting sentences, effective transition words, and a strong conclusion that fits the task. The writing shows voice, focus, and logical flow.</p> <p>The Proficient student writes a paragraph to express an opinion, tell a story, or give information including an introduction, details, conclusion, and transition words appropriate to task.</p> <p>The Basic student attempts to write a paragraph to express an opinion, tell a story, or give information. Writing may lack a clear structure, including an introduction, transitions, or a conclusion.</p> <p>The Below Basic Student, with prompting and support, attempts to write words or sentences to share ideas, stories, or information and attempts to organize thoughts into a paragraph structure.</p>



Domain	Grade K	Grade 1	Grade 2
<b>X.WP.2</b>	Intentionally Left Blank	<b>1.WP.2</b> With prompting and support, revise writing by responding to questions and suggestions.	<b>2.WP.2</b> With prompting and support from adults and peers, focus on a topic and strengthen writing as needed by revising.
<b>PLDs</b>	Intentionally Left Blank	<p>The Advanced student independently considers feedback and revises writing. The student adds, removes, or reorganizes writing content and may ask for additional feedback to improve their work.</p> <p>The Proficient student, with prompting and support, revises writing by responding to questions and suggestions.</p> <p>The Basic student, when given specific suggestions, makes simple revisions and needs frequent prompting to improve clarity.</p> <p>The Below Basic Student listens to feedback about their writing and, with prompting and support, may attempt to make small revisions or add ideas.</p>	<p>The Advanced student independently considers feedback and revises writing. The student adds, removes, or reorganizes writing content while staying focused on a topic.</p> <p>The Proficient student, with prompting and support from adults or peers, focuses on a topic and strengthens writing by revising.</p> <p>The Basic student stays mostly on topic and makes small changes to their writing with help. Revisions and ideas may still be unclear or underdeveloped.</p> <p>The Below Basic student listens to suggestions about their writing and, with prompting and support, may attempt to make small revisions or add ideas.</p>
<b>X.WP.3</b>	<b>K.WP.3</b> With prompting and support, edit writing to correct grade-appropriate capitalization, punctuation, and spelling.	<b>1.WP.3</b> With prompting and support, edit writing to correct grade-appropriate capitalization, punctuation, and spelling.	<b>2.WP.3</b> With prompting and support, edit writing to correct grade-appropriate capitalization, punctuation, and spelling in order to publish.
<b>PLDs</b>	<p>The Advanced student independently edits writing to correct grade-appropriate capitalization, punctuation, and spelling.</p> <p>The Proficient student, with prompting and support, edits writing to correct grade-appropriate capitalization, punctuation, and spelling.</p> <p>The Basic student, with prompting and support, attempts to edit writing but makes frequent errors in grade-appropriate capitalization, punctuation, and spelling.</p> <p>The Below Basic Student, with prompting and support, attempts to edit writing, showing awareness of the need for capitalization, punctuation, and spelling.</p>	<p>The Advanced student independently edits writing to correct grade-appropriate capitalization, punctuation, and spelling.</p> <p>The Proficient student, with prompting and support, edits writing to correct grade-appropriate capitalization, punctuation, and spelling.</p> <p>The Basic student, with prompting and support, attempts to edit writing but makes frequent errors in grade-appropriate capitalization, punctuation, and spelling.</p> <p>The Below Basic Student, with prompting and support, may notice when something is missing or incorrect in writing and try to make corrections.</p>	<p>The Advanced student independently edits writing to correct grade-appropriate capitalization, punctuation, and spelling in order to publish, giving attention to task, purpose, and/or audience.</p> <p>The Proficient student, with prompting and support, edits writing to correct grade-appropriate capitalization, punctuation, and spelling in order to publish.</p> <p>The Basic student, with prompting and support, attempts to edit writing but makes frequent errors in grade-appropriate capitalization, punctuation, and spelling.</p> <p>The Below Basic Student, with prompting and support, may recognize and attempt to fix errors in writing, such as capitalization or punctuation.</p>

Domain	Grade K	Grade 1	Grade 2
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## Vocabulary Acquisition and Use

### Vocabulary Acquisition and Use

<b>x.VA.1</b>	<b>K.VA.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<b>1.VA.1</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content by a) using sentence-level context clues, b) using knowledge of frequently occurring affixes.	<b>2.VA.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content by: a) using sentence-level context clues, b) determining the meaning of a word formed when a known affix is added to a known word, c) using a known root word as a clue to the meaning of an unknown word with the same root, d) using knowledge of the meaning of individual words to predict the meaning of compound words.
<b>PLDs</b>	<p>The Advanced student identifies how they determined or clarified the meaning of unknown and multiple-meaning words and phrases in a grade-appropriate text.</p> <p>The Proficient student determines or clarifies the meaning of unknown and multiple-meaning words and phrases in a grade-appropriate text.</p> <p>The Basic student, with prompting and support, determines or clarifies the meaning of unknown and multiple-meaning words and phrases in a grade-appropriate text.</p> <p>The Below Basic Student listens for new words, shows curiosity about word meanings, and may use text features or familiar words to help understand unknown words with guidance.</p>	<p>The Advanced student identifies how they determined or clarified the meaning of unknown and multiple meaning words and phrases in a grade-appropriate text by:</p> <p>a) using sentence-level context clues or</p> <p>b) using knowledge of frequently occurring affixes.</p> <p>The Proficient student determines or clarifies the meaning of unknown and multiple meaning words and phrases in a grade-appropriate text by:</p> <p>a) using sentence-level context clues,</p> <p>b) using knowledge of frequently occurring affixes.</p> <p>The Basic student, with prompting and support, determines or clarifies the meaning of unknown and multiple meaning words and phrases in a grade-appropriate text by:</p> <p>a) using sentence-level context clues,</p> <p>b) using knowledge of frequently occurring affixes.</p> <p>The Below Basic Student listens for new words and, with prompting and support, may identify text features or familiar parts of words that could help them determine the meaning of unknown words.</p>	<p>The Advanced student describes how they determined or clarified the meaning of unknown and multiple-meaning words and phrases in grade-appropriate texts by:</p> <p>a) consistently and accurately using sentence-level context clues,</p> <p>b) consistently and accurately determining the meaning of a word formed when a known affix is added to a known word,</p> <p>c) consistently using a known root word as a clue to the meaning of an unknown word with the same root,</p> <p>d) consistently using knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>The Proficient student determines or clarifies the meaning of unknown and multiple-meaning words and phrases in grade-appropriate texts by:</p> <p>a) using sentence-level context clues,</p> <p>b) determining the meaning of a word formed when a known affix is added to a known word,</p> <p>c) using a known root word as a clue to the meaning of an unknown word with the same root,</p> <p>d) using knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>The Basic student determines or clarifies the meaning of unknown and multiple-meaning words and phrases in grade-appropriate texts by:</p> <p>a) using sentence-level context clues,</p> <p>b) determining the meaning of a word formed when a known affix is added to a known word,</p> <p>c) with prompting and support, using a known root word as a clue to the meaning of an unknown word with the same root,</p> <p>d) with prompting and support, using knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>The Below Basic Student listens for new words and, with prompting and support, may use text features, familiar word parts, or context to help determine the meaning of unfamiliar words.</p>

Domain	Grade K	Grade 1	Grade 2
<b>x.VA.2</b>	<b>K.VA.2</b> With guidance and support from adults, explore word relationships and nuances in word meanings by: <ul style="list-style-type: none"> <li>a) sorting common objects into categories,</li> <li>b) identifying real-life connections between words and their use,</li> <li>c) using the most frequently occurring prepositions.</li> </ul>	<b>1.VA.2</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings by: <ul style="list-style-type: none"> <li>a) sorting words into categories,</li> <li>b) defining words by category,</li> <li>c) identifying real-life connections between words and their use (e.g. adjectives, classifications, etc.).</li> </ul>	<b>2.VA.2</b> Demonstrate understanding of word relationships and nuances in word meaning including but not limited to identifying real life connections between words and their use (e.g. adjectives, classifications, etc.).
<b>PLDs</b>	<p>The Advanced student explores word relationships and nuances in word meanings by:</p> <ul style="list-style-type: none"> <li>a) sorting common objects into categories,</li> <li>b) identifying real-life connections between words and their use (e.g. adjectives, classifications, etc.),</li> <li>c) using the most frequently occurring prepositions.</li> </ul> <p>The Proficient student, with guidance and support from adults, explores word relationships and nuances in word meanings by:</p> <ul style="list-style-type: none"> <li>a) sorting common objects into categories,</li> <li>b) identifying real-life connections between words and their use (e.g. adjectives, classifications, etc.),</li> <li>c) using the most frequently occurring prepositions.</li> </ul> <p>The Basic student, with guidance and support from adults, explores word relationships by:</p> <ul style="list-style-type: none"> <li>a) sorting common objects into categories,</li> <li>b) identifying real-life connections between words and their use (e.g. adjectives, classifications, etc.),</li> <li>c) using the most frequently occurring prepositions.</li> </ul> <p>The Below Basic student can sort words into simple categories and, with guidance and support, may attempt to identify real-life connections between words and their use.</p>	<p>The Advanced student demonstrates understanding of word relationships and nuances in word meanings by:</p> <ul style="list-style-type: none"> <li>a) sorting words into categories,</li> <li>b) defining words by category,</li> <li>c) identifying real-life connections between words and their use (e.g. adjectives, classifications, etc.).</li> </ul> <p>The Proficient student, with guidance and support from adults, demonstrates understanding of word relationships and nuances in word meanings by:</p> <ul style="list-style-type: none"> <li>a) sorting words into categories,</li> <li>b) defining words by category,</li> <li>c) identifying real-life connections between words and their use (e.g. adjectives, classifications, etc.).</li> </ul> <p>The Basic student, with guidance and support from adults, demonstrates understanding of word relationships and meanings by:</p> <ul style="list-style-type: none"> <li>a) sorting words into categories,</li> <li>b) defining words by category,</li> <li>c) identifying real-life connections between words and their use (e.g. adjectives, classifications, etc.).</li> </ul> <p>The Below Basic student can sort words into simple categories and, with guidance and support, may identify real-life connections between words and their use.</p>	<p>The Advanced student demonstrates consistent understanding of complex word relationships and subtle nuances in word meaning including, but not limited to, identifying real-life connections between words and their use (e.g. adjectives, classifications, etc.).</p> <p>The Proficient student demonstrates understanding of word relationships and nuances in word meaning including, but not limited to, identifying real-life connections between words and their use (e.g. adjectives, classifications, etc.).</p> <p>The Basic student, with guidance and support, demonstrates understanding of word relationships and nuances in word meaning including, but not limited to, identifying real-life connections between words and their use (e.g. adjectives, classifications, etc.).</p> <p>The Below Basic Student can sort words into categories and, with guidance and support, identify real-life connections between words and their use.</p>

Domain	Grade K	Grade 1	Grade 2
<b>x.VA.3</b>	<b>K.VA.3</b> With guidance and support, distinguishes shades of meaning among verbs describing the same general action by acting out the meanings.	<b>1.VA.3</b> Distinguishes shades of meaning by: a) acting out verbs differing in manner and b) comparing and describing adjectives differing in intensity.	<b>2.VA.3</b> Distinguishes shades of meaning among closely related verbs and adjectives.
<b>PLDs</b>	<p>The Advanced student distinguishes shades of meaning among verbs describing the same general action by acting out the meanings.</p> <p>The Proficient student, with guidance and support, distinguishes shades of meaning among verbs describing the same general action by acting out the meanings.</p> <p>The Basic student, with guidance and support, inconsistently distinguishes shades of meaning among verbs describing the same general action by acting out the meanings.</p> <p>The Below Basic student, with guidance and support, demonstrates simple actions for verbs and may begin to show differences in how actions look or attempt to distinguish shades of meaning.</p>	<p>The Advanced student defines and distinguishes shades of meaning among by:</p> <p>a) acting out verbs differing in manner and b) comparing and describing adjectives differing in intensity.</p> <p>The Proficient student distinguishes shades of meaning by:</p> <p>a) acting out verbs differing in manner and b) comparing and describing adjectives differing in intensity.</p> <p>The Basic student, with guidance and support, distinguishes shades of meaning among by:</p> <p>a) acting out verbs differing in manner and b) comparing and describing adjectives differing in intensity.</p> <p>The Below Basic student, with guidance and support:</p> <p>a) demonstrates an emerging understanding of verbs differing in manner, b) attempts to describe differences between similar adjectives.</p>	<p>The Advanced student describes and explains differences in shades of meaning among closely related and verbs and adjectives.</p> <p>The Proficient student distinguishes shades of meaning among closely related verbs and adjectives.</p> <p>The Basic student distinguishes shades of meaning by:</p> <p>a) acting out verbs differing in manner and b) comparing and describing adjectives differing in intensity.</p> <p>The Below Basic student, with guidance and support, distinguishes shades of meaning by:</p> <p>a) acting out verbs differing in manner and b) comparing and describing adjectives differing in intensity.</p>
<b># standards</b>	<b>24</b>	<b>29</b>	<b>28</b>

Domain	Grade 3	Grade 4	Grade 5
<b>Reading</b>			
<b>Reading Foundations</b>			
<b>x.RF.1</b>	<b>3.RF.1</b> Apply grade-level decoding skills in reading multi-syllabic words accurately by using knowledge of syllable types, affixes, and previously learned phonics skills.	<b>4.RF.1</b> Apply grade-level decoding skills in reading multi-syllabic words accurately by using knowledge of syllable types and morphological parts.	<b>5.RF.1</b> Apply grade-level decoding skills in reading multi-syllabic words accurately by using knowledge of syllable types and morphological parts.
<b>PLDs</b>	<p>The Advanced student consistently reads complex multi-syllabic words by using knowledge of syllable types, affixes, and previously learned phonics skills.</p> <p>The Proficient student applies grade-level decoding skills in reading multi-syllabic words accurately by using knowledge of syllable types, affixes, and previously learned phonics skills.</p> <p>The Basic student begins to apply grade-level decoding skills in reading multi-syllabic words and inconsistently applies knowledge of syllable types, affixes, and previously learned phonics skills.</p> <p>The Below Basic student needs assistance to apply grade-level decoding skills in reading multi-syllabic words and lacks understanding of syllable types, affixes, and previously learned phonics skills.</p>	<p>The Advanced student consistently reads complex multi-syllabic words by using knowledge of syllable types and morphological parts.</p> <p>The Proficient student applies grade-level decoding skills in reading multi-syllabic words accurately by using knowledge of syllable types and morphological parts.</p> <p>The Basic student begins to apply grade-level decoding skills in reading multi-syllabic words and inconsistently applies knowledge of syllable types and morphological parts.</p> <p>The Below Basic student needs assistance to apply grade-level decoding skills in reading multi-syllabic words and lacks understanding of syllable types and morphological parts.</p>	<p>The Advanced student consistently reads complex multi-syllabic words by using knowledge of syllable types and morphological parts.</p> <p>The Proficient student applies grade-level decoding skills in reading multi-syllabic words accurately by using knowledge of syllable types and morphological parts.</p> <p>The Basic student begins to apply grade-level decoding skills in reading multi-syllabic words and inconsistently applies knowledge of syllable types and morphological parts.</p> <p>The Below Basic student needs assistance to apply grade-level decoding skills in reading multi-syllabic words and lacks understanding of syllable types and morphological parts.</p>
<b>x.RF.2</b>	<b>3.RF.2</b> Read grade-level text with accuracy, automaticity, and appropriate prosody necessary for comprehension.	Intentionally Left Blank	Intentionally Left Blank
<b>PLDs</b>	<p>The Advanced student will read grade-level text with exceptional accuracy, automaticity, and expressive prosody demonstrating deep comprehension of texts from a variety of genres.</p> <p>The Proficient student will read grade-level text with accuracy, automaticity, and appropriate prosody necessary for comprehension of texts from a variety of genres.</p> <p>The Basic student will read grade-level text with some accuracy, automaticity, and prosody necessary for comprehension of texts from a variety of genres.</p> <p>The Below Basic student will read grade-level text with limited accuracy, automaticity, and prosody for incomplete comprehension of texts from a variety of genres.</p>	Intentionally Left Blank	Intentionally Left Blank

Domain	Grade 3	Grade 4	Grade 5
<b>Reading Comprehension</b>			
<b>x.RC.1</b>	<b>3.RC.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>4.RC.1</b> Use details and examples to draw inferences from a text when a question is not directly answered.	<b>5.RC.1</b> Identify and use textual evidence to explain what the text says explicitly and to draw inferences from the text.
<b>PLDs</b>	<p>The Advanced student asks and answers complex questions to demonstrate understanding of critical components of a text, referring explicitly and implicitly to the text as the basis for the answers.</p> <p>The Proficient student asks and answers questions to demonstrate understanding of critical components of a text, referring explicitly to the text as the basis for the answers.</p> <p>The Basic student asks and answers simple questions to demonstrate understanding of critical components of a text, referring inconsistently to the text as the basis for the answers.</p> <p>The Below Basic student asks and answers questions to demonstrate a limited understanding of a text, rarely referring to the text as the basis for the answers.</p>	<p>The Advanced student uses explicit and implicit details and examples to draw inferences that lead to deeper analysis of a text when a question is not directly answered.</p> <p>The Proficient student uses details and examples to draw inferences from a text when a question is not directly answered.</p> <p>The Basic student uses simple details and examples to inconsistently draw inferences from a text when a question is not directly answered.</p> <p>The Below Basic student uses simple details and examples and with support draws minimal inferences from a text when a question is not directly answered.</p>	<p>The Advanced student consistently identifies and uses complex textual evidence to explain what the text says explicitly and implicitly and to draw inferences from the text.</p> <p>The Proficient student identifies and uses textual evidence to explain what the text says explicitly and to draw inferences from the text.</p> <p>The Basic student identifies and uses simple textual evidence to explain what the text says and inconsistently draws inferences from the text.</p> <p>The Below Basic student identifies and uses simple textual evidence with support to explain what the text says and relies on guidance to draw inferences from the text.</p>
<b>x.RC.2</b>	<b>3.RC.2</b> Recount stories to determine a central message, lesson, or moral, and explain how it is conveyed through evidence in a text.	<b>4.RC.2</b> Identify a theme and support it with evidence by summarizing the text.	<b>5.RC.2</b> Summarize a text using a thematic statement and supporting details including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
<b>PLDs</b>	<p>The Advanced student recounts stories to determine a complex central message, lesson, or moral, and analyzes how it is developed through detailed evidence in a text.</p> <p>The Proficient student recounts stories to determine a central message, lesson, or moral, and explains how it is conveyed through evidence in a text.</p> <p>The Basic student recounts stories to determine a simplified central message, lesson, or moral, and inconsistently explains how it is conveyed through evidence in a text.</p> <p>The Below Basic student recounts stories and requires support to determine a central message, lesson, or moral, and explains how it is conveyed with limited reference to evidence in a text.</p>	<p>The Advanced student identifies multiple themes and supports them with specific evidence providing a well-organized summary of the text.</p> <p>The Proficient student identifies a theme and supports it with evidence by summarizing the text.</p> <p>The Basic student identifies a broad theme and partially supports it with evidence by summarizing the text.</p> <p>The Below Basic student struggles to identify a theme, even with support; identifies limited evidence, and/or is unable to summarize the text.</p>	<p>The Advanced student produces a well-organized summary of a text using a thematic statement and supporting details including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, to deepen their analysis of the theme.</p> <p>The Proficient student summarizes a text using a thematic statement and supporting details including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>The Basic student summarizes a literary text using a broad thematic statement and some supporting details.</p> <p>The Below Basic student incompletely summarizes a literary text using a broad thematic statement that lacks supporting details.</p>

Domain	Grade 3	Grade 4	Grade 5
<b>x.RC.3</b>	<b>3.RC.3</b> Identify the main idea of a text and recount supporting key details.	<b>4.RC.3</b> Identify a main idea using supporting key details by summarizing the text.	<b>5.RC.3</b> Identify two or more main ideas of a text using supporting key details by summarizing the text.
<b>PLDs</b>	<p>The Advanced student analyzes the main idea of a text and evaluates how supporting key details develop and strengthen it.</p> <p>The Proficient student identifies the main idea of a text and recounts supporting key details.</p> <p>The Basic student partially identifies the main idea of a text and recounts supporting key details.</p> <p>The Below Basic student incompletely identifies the main idea of a text and partially recounts supporting key details.</p>	<p>The Advanced student analyzes the main idea using supporting key details by summarizing the text.</p> <p>The Proficient student identifies a main idea using supporting key details by summarizing the text.</p> <p>The Basic student partially identifies a main idea using supporting key details by summarizing the text.</p> <p>The Below Basic student partially identifies the main idea, using some supporting key details while attempting to summarize the text.</p>	<p>The Advanced student analyzes two or more main ideas of a text using supporting key details by summarizing the text.</p> <p>The Proficient student identifies two or more main ideas of a text using supporting key details by summarizing the text.</p> <p>The Basic student partially identifies two or more main ideas of a text using supporting key details by summarizing the text.</p> <p>The Below Basic student partially identifies two or more main ideas of a text using some supporting key details while attempting to summarize the text.</p>
<b>x.RC.4</b>	<b>3.RC.4</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Intentionally Left Blank	<b>5.RC.4</b> Describe how two or more characters, settings, or events in a literary text contribute to the sequence of the events drawing on specific details in the text.
<b>PLDs</b>	<p>The Advanced student describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events, and they begin to elaborate further, and make connections with personal and outside experiences.</p> <p>The Proficient student describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.</p> <p>The Basic student inconsistently describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.</p> <p>The Below Basic student identifies characters in a story (e.g., their traits, motivations, or feelings) and identifies how some actions contribute to the sequence of events.</p>	Intentionally Left Blank	<p>The Advanced student describes how two or more characters, settings, or events in a literary text contribute to the sequence of the events drawing on specific details in the text, and they begin to elaborate further, and make connections with personal and outside experiences.</p> <p>The Proficient student describes how two or more characters, settings, or events in a literary text contribute to the sequence of the events drawing on specific details in the text.</p> <p>The Basic student inconsistently describes how two or more characters, settings, or events in a literary text contribute to the sequence of the events drawing on specific details in the text.</p> <p>The Below Basic student incompletely describes how two or more characters, settings, or events in a literary text contribute to the sequence of the events, drawing on specific details in the text.</p>

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<b>x.RC.5</b>	<b>3.RC.5</b> Use information gained from text features and illustrations, combined with words from the text, to enhance the understanding of the text.	<b>4.RC.5</b> Describe the overall structure of a text including chronology and comparison of events, ideas, concepts, or information.	<b>5.RC.5</b> Describe the overall structure of a text including cause/effect and problem/solution of events, ideas, concepts, or information.
<b>PLDs</b>	<p>The Advanced student integrates information from text features and illustrations with the written text to demonstrate deep understanding. Their explanations go beyond surface level, to enhance the understanding of the text.</p> <p>The Proficient student uses information gained from text features and illustrations, combined with words from the text, to enhance the understanding of the text.</p> <p>The Basic student uses some information gained from text features and illustrations, combined with words from the text, but not directly linked to the deeper understanding of the text.</p> <p>The Below Basic student incorrectly uses text features and illustrations to support understanding of the text; they may ignore features completely, misinterpreting them, or failing to connect meaning.</p>	<p>The Advanced student notices text features and illustrations that match the structure and describes them.</p> <p>The Proficient student describes the overall structure of a text including chronology and comparison of events, ideas, concepts, or information.</p> <p>The Basic student identifies the overall structure of a text using some chronology and comparison of events, ideas, concepts, or information.</p> <p>The Below Basic student incorrectly identifies the overall structure of a text.</p>	<p>The Advanced student notices text features and illustrations that match the structure and describes them.</p> <p>The Proficient student describes the overall structure of a text including cause/effect and problem/solution of events, ideas, concepts, or information.</p> <p>The Basic student partially describes the overall structure of a text including cause/effect and problem/solution of events, ideas, concepts, or information.</p> <p>The Below Basic student incorrectly describes the overall structure of a text.</p>
<b>x.RC.6</b>	Intentionally Left Blank	Intentionally Left Blank	<b>5.RC.6</b> Analyze multiple accounts of the same event or topic in informational text, noting important similarities and differences in the perspective they represent.
<b>PLDs</b>	Intentionally Left Blank	Intentionally Left Blank	<p>The Advanced student evaluates multiple accounts of the same event or topic in informational text, discerning important similarities and differences in the perspectives and interpretations they represent.</p> <p>The Proficient student analyzes multiple accounts of the same event or topic in informational text, noting important similarities and differences in the perspective they represent.</p> <p>The Basic student partially analyzes multiple accounts of the same event or topic in informational text, noting important similarities and differences in the perspective they represent.</p> <p>The Below Basic student incorrectly analyzes multiple accounts of the same event or topic in informational text.</p>



Domain	Grade 3	Grade 4	Grade 5
<b>Speaking and Listening</b>			
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<b>x.SL.1</b>	Intentionally Left Blank	Intentionally Left Blank	<p><b>5.SL.1</b> Report on a topic or text or present on 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.</p>
<b>PLDs</b>	Intentionally Left Blank	Intentionally Left Blank	<p>The Advanced student delivers well-organized presentations on topics or texts, or clearly articulates an opinion, using relevant facts and details to enhance meaning. They adjust their tone, pacing, and expression for clarity and impact, demonstrating awareness of audience and purpose.</p> <p>The Proficient student reports on a topic or text or presents an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace.</p> <p>The Basic student reports on a topic or text or presents an opinion with some logical order. They include a few supporting details but may need prompting to stay on topic or fully explain ideas. They speak clearly most of the time but the pace may affect whether the presentation is understandable.</p> <p>The Below Basic student requires support when reporting on a topic or text or presenting an opinion. Their ideas may be unclear or lack supporting details and may struggle to stay on topic. They often require support to speak audibly and understandably.</p>

Domain	Grade 3	Grade 4	Grade 5
<b>x.SL.2</b>	Intentionally Left Blank	<b>4.SL.2</b> Summarize key ideas and knowledge gained from discussions and/or diverse media formats, asking questions for clarification as needed.	<b>5.SL.2</b> Summarize key ideas, and draw conclusions in light of information and knowledge gained from discussions, asking and responding to questions for clarification or deeper understanding.
<b>PLDs</b>	Intentionally Left Blank	<p>The Advanced student synthesizes key ideas gained from discussions and diverse media formats. They ask probing, higher-order questions to clarify and deepen understanding. The Proficient student summarizes key ideas and knowledge gained from discussions and/or diverse media formats, asking questions for clarification as needed. The Basic student names key ideas from discussions or media formats with support. They may ask simple questions to better understand the topic but need guidance to stay focused or make connections. The Below Basic student struggles to name key ideas from discussions or media formats without significant support. They rarely ask questions and may have difficulty staying engaged or understanding the main topic.</p>	<p>The Advanced student synthesizes key ideas and evaluates information from discussions to draw well-supported conclusions. They ask open-ended questions that extend the discussion. The Proficient student summarizes key ideas, and draws conclusions in light of information and knowledge gained from discussions, asking questions for clarification or deeper understanding. The Basic student names some key ideas from discussions and may attempt to draw simple conclusions with guidance. They ask basic questions to clarify information or connect ideas. The Below Basic student struggles to name key ideas from discussions and rarely draws conclusions without assistance. They require support to ask basic questions to clarify information or connect ideas.</p>
<b>x.SL.3</b>	<b>3.SL.3</b> Participate in collaborative conversations, using complete sentences and following agreed-upon rules for discussions by gaining the floor in respectful ways, listening actively, and speaking one at a time about grade 3 topics and texts in multiple settings.	Intentionally Left Blank	Intentionally Left Blank

Domain	Grade 3	Grade 4	Grade 5
PLDs	<p>The Advanced student initiates collaborative conversations consistently adhering to and helping maintain discussion norms. They demonstrate active listening by building on others' ideas and asking clarifying questions. The student articulates thoughtful, relevant responses and contributes original insights about grade 3 topics and texts across a range of academic and social settings.</p> <p>The Proficient student participates consistently in collaborative conversations, using complete sentences and following agreed-upon rules for discussions by gaining the floor in respectful ways, listening actively, and speaking one at a time about grade 3 topics and texts in multiple settings.</p> <p>The Basic student participates inconsistently in group conversations and may require reminders to listen to others, take turns speaking, or staying on topic. They sometimes struggle to use complete sentences and need occasional support to follow basic discussion rules when talking about grade 3 texts and ideas.</p> <p>The Below Basic student participates inconsistently in group conversations. They may need frequent reminders to listen to others, wait their turn, or stay on topic. They may struggle to use complete sentences and often require support to follow simple discussion rules when talking about grade 3 texts and ideas.</p>	Intentionally Left Blank	Intentionally Left Blank

Domain		Grade 3	Grade 4	Grade 5
Writing				
Writing Foundations				
X.WC.1	3.WF.1 Write compound and complex sentences in which nouns, pronouns, verbs, adverbs, and adjectives are used according to standard English usage.	Intentionally Left Blank	Intentionally Left Blank	
PLDs	<p>The Advanced student consistently writes well-structured compound and complex sentences skillfully using nouns, pronouns, verbs, adverbs, and adjectives to enhance meaning according to standard English usage.</p> <p>The Proficient student writes compound and complex sentences in which nouns, pronouns, verbs, adverbs, and adjectives are used according to standard English usage.</p> <p>The Basic student inconsistently writes compound and complex sentences in which nouns, pronouns, verbs, adverbs, and adjectives are used according to standard English usage.</p> <p>The Below Basic student primarily writes in simple sentences with minimal use of compound and complex sentence structures in which nouns, pronouns, verbs, adverbs, and adjectives may be inconsistently used according to standard English usage.</p>	Intentionally Left Blank	Intentionally Left Blank	

Domain	Grade 3	Grade 4	Grade 5
Writing Conventions			
<b>X.WC.1</b>	<b>3.WC.1</b> Demonstrate accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time.	<b>4.WC.1</b> Demonstrate accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time, including the use of commas, and the use of quotation marks to mark quotations from a text, dialogue, and direct speech.	<b>5.WC.1</b> Demonstrate accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time.

<b>PLDs</b>	<p>The Advanced student consistently demonstrates accuracy and automaticity of previously acquired and grade-level writing conventions during writing over shorter and extended periods of time.</p> <p>The Proficient student demonstrates accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time.</p> <p>The Basic student inconsistently demonstrates accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time.</p> <p>The Below Basic student minimally demonstrates accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time.</p>	<p>The Advanced student consistently demonstrates accuracy and automaticity of previously acquired and grade-level writing conventions during writing over shorter and extended periods of time, including the use of commas and quotation marks to mark quotations from a text, varied structures of dialogue, and direct speech.</p> <p>The Proficient student demonstrates accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time, including the use of commas, and the use of quotation marks to mark quotations from a text, dialogue, and direct speech.</p> <p>The Basic student inconsistently demonstrates accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time. They may show partial understanding of how to use commas and quotation marks, sometimes marking quotations, dialogue, or direct speech correctly but often making errors or omitting punctuation.</p> <p>The Below Basic student minimally demonstrates accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time. Use of commas and quotation marks is often missing or incorrect, and there is limited understanding of how to mark quotations, dialogue, or direct speech.</p>	<p>The Advanced student consistently demonstrates accuracy and automaticity of previously acquired and grade-level writing conventions with a high level of precision and sophistication when writing over shorter and extended periods of time.</p> <p>The Proficient student demonstrates accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time.</p> <p>The Basic student inconsistently demonstrates accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time.</p> <p>The Below Basic student minimally demonstrates accuracy and automaticity of previously acquired writing conventions during writing over shorter and extended periods of time.</p>
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Domain	Grade 3	Grade 4	Grade 5
<b>X.WC.2</b>	<b>3.WC.2</b> Demonstrate command of standard English grammar and usage when writing, including sentences in which there are: <ul style="list-style-type: none"> <li>a) subject-verb and pronoun-antecedent agreement,</li> <li>b) simple verb tenses,</li> <li>c) regular and irregular plural nouns, and</li> <li>d) possessives and verbs.</li> </ul>	<b>4.WC.2</b> Demonstrate command of standard English grammar and usage when writing, including forming and using prepositional phrases.	Intentionally Left Blank
<b>PLDs</b>	<p>The Advanced student consistently demonstrates a strong command of standard English grammar and usage when writing, including in compound and complex sentences in which there is precise use of:</p> <ul style="list-style-type: none"> <li>a) subject-verb and pronoun-antecedent agreement,</li> <li>b) simple verb tenses,</li> <li>c) regular and irregular plural nouns, and</li> <li>d) possessives and verbs.</li> </ul> <p>The Proficient student demonstrates command of standard English grammar and usage when writing, including sentences in which there are:</p> <ul style="list-style-type: none"> <li>a) subject-verb and pronoun-antecedent agreement,</li> <li>b) simple verb tenses,</li> <li>c) regular and irregular plural nouns, and</li> <li>d) possessives and verbs.</li> </ul> <p>The Basic student inconsistently demonstrates command of standard English grammar and usage when writing, including sentences in which there are:</p> <ul style="list-style-type: none"> <li>a) subject-verb and pronoun-antecedent agreement,</li> <li>b) simple verb tenses,</li> <li>c) regular and irregular plural nouns, and</li> <li>d) possessives and verbs.</li> </ul> <p>The Below Basic student minimally demonstrates command of standard English grammar and usage when writing, including sentences in which there are:</p> <ul style="list-style-type: none"> <li>a) subject-verb and pronoun-antecedent agreement,</li> <li>b) simple verb tenses,</li> <li>c) regular and irregular plural nouns, and</li> <li>d) possessives and verbs.</li> </ul>	<p>The Advanced student consistently demonstrates a strong command of standard English grammar and usage when writing, including capitalizing words in complex titles, and skillfully forms and integrates a variety of prepositional phrases.</p> <p>The Proficient student demonstrates command of standard English grammar and usage when writing, including capitalizing words in titles, and forming and using prepositional phrases.</p> <p>The Basic student inconsistently demonstrates command of standard English grammar and usage when writing, including capitalizing words in titles, and forming and using prepositional phrases.</p> <p>The Below Basic student minimally demonstrates command of standard English grammar and usage when writing. Capitalization of words in titles are often incorrect or missing, and prepositional phrases are rarely used or frequently misused.</p>	Intentionally Left Blank

Domain	Grade 3	Grade 4	Grade 5
<b>X.WC.3</b>	<b>3.WC.3</b> Develop and apply grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types, affixes, and previously learned phonics skills.	<b>4.WC.3</b> Develop and apply grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types and morphological parts.	<b>5.WC.3</b> Develop and apply grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types and morphological parts.
<b>PLDs</b>	<p>The Advanced student transfers and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types, affixes, and previously learned phonics skills. The student demonstrates the ability to explain spelling choices and recognize patterns across word families.</p> <p>The Proficient student develops and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types, affixes, and previously learned phonics skills.</p> <p>The Basic student inconsistently develops and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types, affixes, and previously learned phonics skills.</p> <p>The Below Basic student minimally develops and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types, affixes, and previously learned phonics skills. The student may frequently misspell multi-syllabic words, omit/misuse affixes, struggle to apply phonics skills, show limited ability to recognize patterns in spelling or to transfer prior learning.</p>	<p>The Advanced student transfers and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types and morphological parts. The student independently applies this knowledge to unfamiliar or complex words and explains spelling choices with clarity.</p> <p>The Proficient student develops and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types and morphological parts.</p> <p>The Basic student inconsistently develops and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types and morphological parts.</p> <p>The Below Basic student minimally develops and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types and morphological parts. Spelling errors are common and often interfere with clarity.</p>	<p>The Advanced student transfers and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types and morphological parts. The student independently applies this knowledge to unfamiliar or complex words and explains spelling choices with clarity.</p> <p>The Proficient student develops and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types and morphological parts.</p> <p>The Basic student inconsistently develops and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types and morphological parts.</p> <p>The Below Basic student minimally develops and applies grade-level spelling skills in writing multi-syllabic words accurately by using knowledge of syllable types and morphological parts. Spelling errors are common and often interfere with clarity.</p>

Domain	Grade 3	Grade 4	Grade 5
<b>Writing Process and Production</b>			
<b>X.WP.1</b>	<b>3.WP.1</b> Write an organized paragraph with varied sentence structures that supports the writer's audience, purpose, and task with an introduction, body and conclusion using transitions to connect ideas.	<b>4.WP.1</b> Write about a topic or text clearly with varied sentence structures using an organizational structure (including introductory, body, and concluding paragraphs) in which related ideas are grouped to support the writer's audience, purpose, and task.	<b>5.WP.1</b> Write about a topic or text clearly with varied sentence structures using an organizational structure (including introductory, body, and concluding paragraphs) in which related ideas are grouped to support the writer's audience, purpose, and task.
<b>PLDs</b>	<p>The Advanced student writes a well organized composition with varied sentence structures that supports the writer's task, purpose, and audience with a focused introduction, body, and conclusion using strong transitions to connect ideas.</p> <p>The Proficient student writes an organized paragraph with varied sentence structures that supports the writer's task, purpose, and audience with an introduction, body, and conclusion using transitions to connect ideas.</p> <p>The Basic student writes a loosely organized paragraph with limited sentence structure variety and incomplete introduction, body, or conclusion that may lack clear transitions or full support for the audience, purpose, and task.</p> <p>The Below Basic student writes sentences with little or no organization, using only simple sentence structures and lacking a clear introduction, body, or conclusion; ideas are disconnected with little awareness of audience, purpose, and task.</p>	<p>The Advanced student skillfully writes about a topic or text with clarity and depth, using a wide variety of sentence structures and a well-developed organizational structure that includes clearly grouped and elaborated ideas, strong transitions, and a consistent focus on audience, purpose, and task.</p> <p>The Proficient student writes about a topic or text clearly with varied sentence structures using an organizational structure (including introductory, body, and concluding paragraphs) in which related ideas are grouped to support the writer's audience, purpose, and task.</p> <p>The Basic student writes about a topic or text with some clarity using mostly simple sentence structures and a basic organizational structure; writing may include an introduction and conclusion, but ideas may not be fully developed or well grouped, and attention to audience, purpose, and task is limited or inconsistent.</p> <p>The Below Basic student attempts to write about a topic or text but uses only simple sentences with little or no organizational structure; writing lacks a clear introduction, body, or conclusion, and ideas are not grouped logically; little awareness of audience, purpose, or task is demonstrated.</p>	<p>The Advanced student skillfully writes about a topic or text with clarity and depth, using a wide variety of sentence structures and a well-developed organizational structure that includes clearly grouped and elaborated ideas, strong transitions, and a consistent focus on audience, purpose, and task, and may include elements of voice or style appropriate to the genre.</p> <p>The Proficient student writes about a topic or text clearly with varied sentence structures using an organizational structure (including introductory, body, and concluding paragraphs) in which related ideas are grouped to support the writer's audience, purpose, and task.</p> <p>The Basic student writes about a topic or text with some clarity using mostly simple sentence structures and a basic organizational structure; writing may include an introduction and conclusion, but ideas may not be fully developed or well grouped, and attention to audience, purpose, and task is limited or inconsistent.</p> <p>The Below Basic student attempts to write about a topic or text but uses only simple sentences with little or no organizational structure; writing lacks a clear introduction, body, or conclusion, and ideas are not grouped logically; little awareness of audience, purpose, or task is demonstrated.</p>



Domain		Grade 3	Grade 4	Grade 5
X.WP.2	Intentionally Left Blank		4.WP.2 Use facts, definitions, concrete details, quotations, or other information and examples using precise language and evidence according to audience, purpose, and task.	5.WP.2 Use facts, definitions, concrete details, quotations, or other information and examples using precise language and evidence according to audience, purpose, and task.
	PLDs	Intentionally Left Blank	<p>The Advanced student skillfully integrates facts, definitions, concrete details, and well-chosen quotations or examples using precise and subject-specific language; evidence is relevant, elaborated, and clearly supports the writer's audience, purpose, and task with strong cohesion throughout.</p> <p>The Proficient student uses facts, definitions, concrete details, quotations, or other information and examples using precise language and evidence to support the writer's audience, purpose, and task.</p> <p>The Basic student attempts to include facts or details, but evidence may be limited, loosely related, or not clearly explained; language is general or repetitive, and support for the writer's purpose, task, or audience is incomplete or inconsistent.</p> <p>The Below Basic student provides few or no relevant facts or details; information may be inaccurate, off-topic, or missing altogether; language is vague or inappropriate, and the writer's purpose, task, and audience are not addressed or supported.</p>	<p>The Advanced student skillfully integrates facts, definitions, concrete details, and well-chosen quotations or examples using precise and subject-specific language; evidence is relevant, elaborated, and clearly supports the writer's audience, purpose, and task with strong cohesion throughout.</p> <p>The Proficient student uses facts, definitions, concrete details, quotations, or other information and examples using precise language and evidence to support the writer's audience, purpose, and task.</p> <p>The Basic student attempts to include facts or details, but evidence may be limited, loosely related, or not clearly explained; language is general or repetitive, and support for the writer's purpose, task, or audience is incomplete or inconsistent.</p> <p>The Below Basic student provides few or no relevant facts or details; information may be inaccurate, off-topic, or missing altogether; language is vague or inappropriate, and the writer's purpose, task, and audience are not addressed or supported.</p>

Domain	Grade 3		Grade 4	Grade 5
<b>X.WP.3</b>	Intentionally Left Blank	Intentionally Left Blank		<b>5.WP.3</b> Link ideas across paragraphs using transition words, phrases, and clauses (e.g., in contrast, especially) appropriate to the genre.
<b>PLDs</b>	Intentionally Left Blank	Intentionally Left Blank		<p>The Advanced student skillfully integrates a wide range of transition words, phrases, and clauses to enhance the logical flow of ideas within and across paragraphs, effectively guiding the reader through sequences of events.</p> <p>The Proficient student links ideas within and across paragraphs using transition words, phrases, and clauses (e.g., in contrast, especially) to convey a sequence of events.</p> <p>The Basic student uses some transition words or phrases to connect ideas, but the links between sentences and paragraphs may be unclear or incomplete. The sequence of events is occasionally confusing or lacks coherence.</p> <p>The Below Basic student rarely uses transition words, phrases, or clauses. Ideas are often disconnected throughout the composition, and the sequence of events is unclear or difficult to follow.</p>
<b>X.WP.4</b>	Intentionally Left Blank	Intentionally Left Blank		<b>5.WP.4</b> Conduct short research projects that use multiple 2-3 sources to build knowledge through investigation of different aspects of a topic, summarize or paraphrase information from that research to support the writer's audience, purpose, and task using subject-specific vocabulary.

Domain	Grade 3	Grade 4	Grade 5
PLDs	Intentionally Left Blank	Intentionally Left Blank	<p>The Advanced student conducts well-focused research projects using 3 or more relevant and credible sources. The student evaluates the relevance and reliability of each source, and synthesizes information to develop and support an insightful, well-structured response tailored to a specific audience, purpose, and task.</p> <p>The Proficient student conducts short research projects that use 2-3 sources to build knowledge through investigation of different aspects of a topic; summarizes or paraphrases information from that research to support the writer's audience, purpose, and task.</p> <p>The Basic student conducts a research project using at least 2 sources with limited variety or depth. The summary or paraphrasing of information is present but may be general or inconsistently tied to the writer's audience, purpose, or task.</p> <p>The Below Basic student struggles to conduct research or relies on a single or noncredible source. Little to no summarizing or paraphrasing is evident and lacks clarity, organization, or relevance. The writing minimally addresses the audience, purpose, or task.</p>

Domain	Grade 3	Grade 4	Grade 5
<b>Vocabulary Acquisition and Use</b>			
<b>Vocabulary Acquisition and Use</b>			
<b>x.VA.1</b>	<b>3.VA.1</b> Use context to determine the meaning of words and phrases as they are used in a text including differentiating between figurative and literal language.	<b>4.VA.1</b> Use context to determine the meaning of words and phrases as they are used in a text including figurative language, homophones, word relationships and nuances.	<b>5.VA.1</b> Use context to determine the meaning of words and phrases as they are used in a text including figurative language, homophones, word relationships and nuances.
<b>PLDs</b>	<p>The Advanced student consistently and accurately uses context to infer the meaning of complex words and phrases, and provides explanations of figurative language, including its purpose and effect in a text.</p> <p>The Proficient student uses context to determine the meaning of words and phrases as they are used in a text including differentiating between figurative and literal language.</p> <p>The Basic student uses some context clues to determine the meaning of familiar words and phrases but may have difficulty interpreting figurative language or differentiating it from literal language.</p> <p>The Below Basic student struggles to use context clues to determine word meaning and/or cannot distinguish between literal and figurative language.</p>	<p>The Advanced student skillfully analyzes and uses context to determine precise word meanings, including sophisticated or unfamiliar figurative language, nuanced word choices, multiple-meaning words, and complex word relationships while explaining how these contribute to meaning and tone.</p> <p>The Proficient student uses context to determine the meaning of words and phrases as they are used in a text including figurative language, homophones, word relationships, and nuances.</p> <p>The Basic student uses context clues to determine the meaning of familiar words or phrases and/or may show limited understanding of figurative language, homophones, word relationships, and nuances.</p> <p>The Below Basic student struggles using context clues to determine word meanings and demonstrates little or no understanding of figurative language, homophones, word relationships, and/or nuances.</p>	<p>The Advanced student skillfully analyzes and uses context to determine precise word meanings, including sophisticated or unfamiliar figurative language, nuanced word choices, multiple-meaning words, and complex word relationships while explaining how these contribute to meaning and tone.</p> <p>The Proficient student uses context to determine the meaning of words and phrases as they are used in a text including figurative language, homophones, word relationships, and nuances.</p> <p>The Basic student uses context clues to determine the meaning of familiar words or phrases and/or may show limited understanding of figurative language, homophones, word relationships, and nuances.</p> <p>The Below Basic student struggles using context clues to determine word meanings and demonstrates little or no understanding of figurative language, homophones, word relationships, and/or nuances.</p>

Domain	Grade 3	Grade 4	Grade 5
<b>x.VA.2</b>	<b>3.VA.2</b> Determine the meaning of words through identifying and knowing the most common prefixes and derivational suffixes.	<b>4.VA.2</b> Determine the meaning of unknown words using affixes and greek/latin roots.	<b>5.VA.2</b> Determine the meaning of unknown words using affixes and greek/latin roots.
<b>PLDs</b>	<p>The Advanced student consistently applies knowledge of common and less common prefixes and derivational suffixes to determine word meanings and explain how affixes affect the meaning and function of words in context.</p> <p>The Proficient student determines the meaning of words through identifying and knowing the most common prefixes and derivational suffixes.</p> <p>The Basic student demonstrates a limited ability to identify common prefixes and derivational suffixes and can sometimes use them to make simple guesses about word meanings.</p> <p>The Below Basic student shows little to no understanding of common prefixes and derivational suffixes and struggles to use them to determine word meaning.</p>	<p>The Advanced student consistently applies knowledge of a wide range of affixes and Greek/Latin roots to analyze unfamiliar words and articulates how understanding word parts enhances comprehension and supports vocabulary growth across subjects.</p> <p>The Proficient student determines the meaning of unknown words using affixes and greek/latin roots.</p> <p>The Basic student can identify some common affixes and Greek/Latin roots and use them with limited success to infer the meaning of unknown words.</p> <p>The Below Basic student shows little to no understanding of common affixes and Greek and Latin roots and struggles to use them to infer the meaning of unknown words.</p>	<p>The Advanced student consistently applies knowledge of a wide range of affixes and Greek/Latin roots to analyze unfamiliar words and articulates how understanding word parts enhances comprehension and supports vocabulary growth across subjects.</p> <p>The Proficient student determines the meaning of unknown words using affixes and greek/latin roots.</p> <p>The Basic student can identify some common affixes and Greek/Latin roots and use them with limited success to infer the meaning of unknown words.</p> <p>The Below Basic student shows little to no understanding of common affixes and Greek and Latin roots and struggles to use them to infer the meaning of unknown words.</p>
<b>x.VA.3</b>	<b>3.VA.3</b> Determine and/or clarify the meaning of general academic and subject-specific words and phrases; accurately and effectively use general academic and subject-specific vocabulary in speaking and writing.	<b>4.VA.3</b> Determine and/or clarify the meaning of general academic and subject-specific words and phrases; accurately and effectively use general academic and subject-specific vocabulary in speaking and writing.	<b>5.VA.3</b> Determine and/or clarify the meaning of general academic and subject-specific words and phrases; accurately and effectively use general academic and subject-specific vocabulary in speaking and writing.
<b>PLDs</b>	<p>The Advanced student skillfully analyzes complex academic and subject-specific vocabulary across a range of grade-level texts while explaining how words and phrases contribute to meaning within/across topics and subject areas.</p> <p>The Proficient student determines the meaning of general academic and subject-specific words and phrases; accurately and effectively use general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Basic student, with support, recognizes and determines the meanings of some general academic or subject-specific words and phrases; mostly uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Below Basic student struggles to identify or determine the meaning of academic or subject-specific words and phrases in grade-level texts, even with support.</p>	<p>The Advanced student skillfully analyzes complex academic and subject-specific vocabulary across a range of grade-level texts while explaining how words and phrases contribute to meaning within/across topics and subject areas.</p> <p>The Proficient student determines the meaning of general academic and subject-specific words and phrases; accurately and effectively use general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Basic student, with support, recognizes and determines the meanings of some general academic or subject-specific words and phrases; mostly uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Below Basic student struggles to identify or determine the meaning of academic or subject-specific words and phrases in grade-level texts, even with support.</p>	<p>The Advanced student skillfully analyzes complex academic and subject-specific vocabulary across a range of grade-level texts while explaining how words and phrases contribute to meaning within/across topics and subject areas.</p> <p>The Proficient student determines the meaning of general academic and subject-specific words and phrases; accurately and effectively uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Basic student, with support, recognizes and determines the meanings of some general academic or subject-specific words and phrases; mostly uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Below Basic student struggles to identify or determine the meaning of academic or subject-specific words and phrases in grade-level texts, even with support.</p>

Domain	Grade 6	Grade 7	Grade 8
<b>Reading</b>			
<b>Reading Comprehension</b>			
<b>x.RC.1</b>	<b>6.RC.1</b> Identify and use textual evidence to support analysis and inferences about what the text says explicitly and implicitly.	<b>7.RC.1</b> Identify and use several pieces of textual evidence to support analysis and inferences about what the text says explicitly and implicitly.	<b>8.RC.1</b> Identify and use several pieces of textual evidence to strongly support analysis and inferences about what the text says explicitly and implicitly.
<b>PLDs</b>	<p>The Advanced student identifies and uses strong textual evidence to support complex analysis and inferences about what the text says explicitly and implicitly.</p> <p>The Proficient student identifies and uses textual evidence to support analysis and inferences about what the text says explicitly and implicitly.</p> <p>The Basic student identifies and uses textual evidence to support analysis and simple inferences of the text.</p> <p>The Below Basic student minimally identifies and uses textual evidence to support analysis and simple inferences of the text.</p>	<p>The Advanced student identifies and uses several pieces of strong textual evidence to support complex analysis and inferences about what the text says explicitly and implicitly.</p> <p>The Proficient student identifies and uses several pieces of textual evidence to support analysis and inferences about what the text says explicitly and implicitly.</p> <p>The Basic student minimally identifies and uses several pieces of textual evidence to support a simple analysis or inference of the text.</p> <p>The Below Basic student minimally identifies and uses textual evidence to support an inaccurate or incomplete analysis or inference of the text.</p>	<p>The Advanced student identifies and uses several pieces of strong textual evidence to support a complex analysis and inferences about what the text says explicitly and implicitly.</p> <p>The Proficient student identifies and uses several pieces of textual evidence to strongly support analysis and inferences about what the text says explicitly and implicitly.</p> <p>The Basic student minimally identifies and uses several pieces of textual evidence to support a simple analysis and inference of the text.</p> <p>The Below Basic student minimally uses textual evidence to support an inaccurate or incomplete analysis or inference of the text.</p>
<b>x.RC.2</b>	<b>6.RC.2</b> Determine a theme/central idea of a text and how it is conveyed by providing a summary.	<b>7.RC.2</b> Determine and analyze the development of a theme/central idea of a text.	<b>8.RC.2</b> Determine a theme/central idea of a text and analyze its development over the course of the text, including its relationship to details and story elements.
<b>PLDs</b>	<p>The Advanced student determines a theme/central idea of a text and, in a clear and comprehensive summary, explains how the theme/central idea is conveyed through specific, comprehensive, text details.</p> <p>The Proficient student determines a theme/central idea of a text and how it is conveyed by providing a summary.</p> <p>The Basic student determines a theme/central idea of a text and inaccurately identifies how it is conveyed in the text by providing a partial summary.</p> <p>The Below Basic student identifies a theme/central idea of a text but is unable to describe how it is conveyed in the text.</p>	<p>The Advanced student determines and provides a complex analysis of a theme/central idea of a text.</p> <p>The Proficient student determines and analyzes a theme/central idea of a text.</p> <p>The Basic student determines and provides a simple analysis of a theme/central idea of a text.</p> <p>The Below Basic student identifies a theme/central idea of a text but provides an inaccurate or incomplete analysis.</p>	<p>The Advanced student determines a theme/central idea of a text and provides a complex analysis of its development over the course of the text, expanding on its relationship to details and story elements.</p> <p>The Proficient student determines a theme/central idea of a text and analyzes its development over the course of the text, including its relationship to details and story elements.</p> <p>The Basic student determines a theme/central idea of a text and provides a simple analysis of the text with a detail or story element.</p> <p>The Below Basic student identifies a theme/central idea of a text but provides an inaccurate or incomplete analysis that may or may not lack a relevant detail or story element.</p>

Domain		Grade 6	Grade 7	Grade 8
<b>x.RC.3</b>	<b>6.RC.3</b> In informational texts, describe how individuals, events, and ideas are introduced, relate to each other, and are developed.	Intentionally Left Blank		
<b>PLDs</b>	<p>The Advanced student, in informational texts, analyzes complex connections among, and distinctions between, individuals, events, and ideas.</p> <p>The Proficient student, in informational texts, describes how individuals, events, and ideas are introduced, relate to each other, and are developed.</p> <p>The Basic student, in informational texts, identifies how individuals, events, and ideas are introduced and relate to each other.</p> <p>The Below Basic student, in informational texts, identifies individuals, events, or ideas that may or may not be related to each other.</p>	Intentionally Left Blank		
<b>x.RC.4</b>	<b>6.RC.4</b> In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution.	<b>7.RC.4</b> In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning.	<b>8.RC.4</b> In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision.	
<b>PLDs</b>	<p>The Advanced student, in literary texts, analyzes how events unfold, as well as how characters respond or change as the plot moves toward a resolution.</p> <p>The Proficient student, in literary texts, describes how events unfold, as well as how characters respond or change as the plot moves toward a resolution.</p> <p>The Basic student, in literary texts, incompletely describes how events unfold <i>OR</i> how characters respond or change as the plot moves toward a resolution.</p> <p>The Below Basic student, in literary texts, inaccurately describes how events unfold <i>OR</i> how characters respond or change.</p>	<p>The Advanced student, in literary texts, provides a complex analysis of plot elements, including their meaning and relationship to and impact on each other.</p> <p>The Proficient student, in literary texts, analyzes how elements of plot are related, affect one another, and contribute to meaning.</p> <p>The Basic student, in literary texts, identifies related plot elements and provides an incomplete analysis of their relationship to each other.</p> <p>The Below Basic student, in literary texts, identifies plot elements that may or may not be related <i>OR</i> provides an inaccurate analysis of their relationship to each other.</p>	<p>The Advanced student, in literary texts, independently selects lines of dialogue or events to provide a complex analysis of how they propel the action, reveal aspects of a character, or provoke a decision.</p> <p>The Proficient student, in literary texts, analyzes how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision.</p> <p>The Basic student, in literary texts, explains how lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision.</p> <p>The Below Basic student, in literary texts, inaccurately explains how lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision.</p>	

Domain	Grade 6	Grade 7	Grade 8
<b>x.RC.5</b>	<b>6.RC.5</b> Identify the author's purpose and text structures in a variety of genres.	<b>7.RC.5</b> Identify the author's purpose and how the text structure contributes to that purpose in a variety of genres.	<b>8.RC.5</b> Analyze the author's purpose and how the structure/form of a text contributes to the development of ideas in a variety of genres.
<b>PLDs</b>	<p>The Advanced student analyzes the author's purpose and text structures in a variety of genres.</p> <p>The Proficient student identifies the author's purpose and text structures in a variety of genres.</p> <p>The Basic student identifies either the author's purpose or text structures in a variety of genres.</p> <p>The Below Basic student inaccurately identifies the author's purpose and text structures in a variety of genres.</p>	<p>The Advanced student analyzes the author's purpose, expanding on how the text structure contributes to that purpose in a variety of genres</p> <p>The Proficient student identifies the author's purpose and how the text structure contributes to that purpose in a variety of genres.</p> <p>The Basic student identifies the author's purpose but incompletely identifies how the text structure contributes to that purpose in a variety of genres.</p> <p>The Below Basic student inaccurately identifies the author's purpose and/or inaccurately identifies how the text structure contributes to the purpose in a variety of genres.</p>	<p>The Advanced student provides a complex analysis of the author's purpose, expanding on how the structure/form of a text contributes to the development of ideas in a variety of genres.</p> <p>The Proficient student analyzes the author's purpose and how the structure/form of a text contributes to the development of ideas in a variety of genres.</p> <p>The Basic student identifies the author's purpose but incompletely identifies how the structure/form of a text contributes to the development of ideas in a variety of genres.</p> <p>The Below Basic student inaccurately identifies the author's purpose and/or inaccurately identifies how the structure/form of a text contributes to the development of ideas in a variety of genres.</p>
<b>x.RC.6</b>	<b>6.RC.6</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 or interpretation.	<b>7.RC.6</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 or interpretation.	<b>8.RC.6</b> Evaluate the credibility of sources in which two or more texts provide conflicting information on the same topic.
<b>PLDs</b>	<p>The Advanced student provides a complex analysis of a case in which two or more texts provide conflicting information on the same topic and analyzes how the texts disagree on matters of fact or interpretation.</p> <p>The Proficient student analyzes a case in which two or more texts provide conflicting information on the same topic and identifies where the texts disagree on matters of fact or interpretation.</p> <p>The Basic student identifies how two or more texts provide conflicting information on the same topic and minimally identifies where the texts disagree on matters of fact or interpretation.</p> <p>The Below Basic student inaccurately identifies how two or more texts provide conflicting information on the same topic and/or inaccurately identifies where the texts disagree on matters of fact or interpretation.</p>	<p>The Advanced student provides a complex analysis of a case in which two or more texts provide conflicting information on the same topic and analyzes how the texts disagree on matters of fact or interpretation.</p> <p>The Proficient student analyzes a case in which two or more texts provide conflicting information on the same topic and identifies where the texts disagree on matters of fact or interpretation.</p> <p>The Basic student identifies how two or more texts provide conflicting information on the same topic and minimally identifies where the texts disagree on matters of fact or interpretation.</p> <p>The Below Basic student inaccurately identifies how two or more texts provide conflicting information on the same topic and/or inaccurately identifies where the texts disagree on matters of fact or interpretation.</p>	<p>The Advanced student evaluates the credibility of multiple sources with conflicting information and justifies their evaluation.</p> <p>The Proficient student evaluates the credibility of sources in which two or more texts provide conflicting information on the same topic.</p> <p>The Basic student minimally evaluates the credibility of sources in which two texts provide conflicting information on the same topic.</p> <p>The Below Basic student inaccurately evaluates the credibility of a source.</p>



Domain	Grade 6	Grade 7	Grade 8
<b>Speaking and Listening</b>			
<b>Speaking and Listening</b>			
<b>x.SL.1</b>	<b>6.SL.1</b> Present information and ideas in a clear and logical manner. The organization, development, and style are appropriate to audience, purpose, and task.	<b>7.SL.1</b> Present information, ideas, findings, and evidence in a clear and logical manner. The organization, development, delivery, and style are appropriate to audience, purpose, and task.	<b>8.SL.1</b> Present information, ideas, findings, and evidence in a clear and logical manner including visual aids to enhance information or engage the audience. The organization, development, delivery, and style are appropriate to audience, purpose, and task.
<b>PLDs</b>	<p>The Advanced student presents complex information and ideas in a clear, concise, and logical manner. The organization, development, and style are appropriate to audience, purpose, and task.</p> <p>The Proficient student presents information and ideas in a clear and logical manner. The organization, development, and style are appropriate to audience, purpose, and task.</p> <p>The Basic student presents incomplete information and ideas in an unclear manner. The organization, development, and/or style may not be fully appropriate for the audience, purpose, or task.</p> <p>The Below Basic student presents inaccurate information or incomplete ideas. The organization, development, and/or style are not appropriate for the audience, purpose, or task.</p>	<p>The Advanced student presents complex information, ideas, findings, and evidence in a clear, concise, and logical manner. The organization, development, delivery, and style are appropriate to audience, purpose, and task.</p> <p>The Proficient student presents information, ideas, findings, and evidence in a clear and logical manner. The organization, development, delivery, and style are appropriate to audience, purpose, and task.</p> <p>The Basic student presents incomplete information, ideas, findings, and/or evidence in an unclear manner. The organization, development, delivery, and/or style may not be fully appropriate for audience, purpose, or task.</p> <p>The Below Basic student presents inaccurate or incomplete information, ideas, findings, and/or evidence. The organization, development, delivery, and/or style are not appropriate to audience, purpose, or task.</p>	<p>The Advanced student presents complex information, ideas, findings, and evidence in a clear, concise and logical manner, including visual aids to enhance information or engage the audience. The organization, development, delivery, and style are appropriate to audience, purpose, and task.</p> <p>The Proficient student presents information, ideas, findings, and evidence in a clear and logical manner including visual aids to enhance information or engage the audience. The organization, development, delivery, and style are appropriate to audience, purpose, and task.</p> <p>The Basic student presents incomplete information, ideas, findings, and/or evidence in an unclear manner with basic visual aids that may or may not enhance information or engage the audience. The organization, development, delivery, and/or style may not be appropriate to audience, purpose, or task.</p> <p>The Below Basic student presents inaccurate and/or incomplete information, ideas, finding, and/or evidence in an unclear manner with visual aids that do not enhance information or engage the audience. The organization, development, delivery, and/or style are not appropriate to audience, purpose, or task.</p>

Domain	Grade 6	Grade 7	Grade 8
<b>x.SL.2</b>	<b>6.SL.2</b> Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	<b>7.SL.2</b> Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	<b>8.SL.2</b> Analyze the purpose of information presented in diverse media and formats, evaluating the logic of the reasoning and the relevance and sufficiency of the evidence.
<b>PLDs</b>	<p>The Advanced student provides a complex analysis of information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study.</p> <p>The Proficient student interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study.</p> <p>The Basic student identifies information presented in diverse media and formats and/or incompletely explains how it contributes to a topic, text, or issue under study.</p> <p>The Below Basic student inaccurately identifies information presented in diverse media and formats and/or inaccurately explains how it contributes to a topic, text, or issue under study.</p>	<p>The Advanced student provides a complex analysis of the main ideas and supporting details presented in diverse media and formats and evaluates how the ideas clarify a topic, text, or issue under study.</p> <p>The Proficient student analyzes the main ideas and supporting details presented in diverse media and formats and explains how the ideas clarify a topic, text, or issue under study.</p> <p>The Basic student identifies the main ideas and supporting details presented in diverse media and formats and/or partially explains how the ideas clarify a topic, text, or issue under study.</p> <p>The Below Basic student inaccurately identifies main ideas and supporting details presented in diverse media and formats and/or inaccurately explains how the ideas clarify a topic, text, or issue under study.</p>	<p>The Advanced student provides a complex analysis of the purpose of information presented in diverse media and formats, evaluating the logic of the reasoning and the relevance and sufficiency of the evidence.</p> <p>The Proficient student analyzes the purpose of information presented in diverse media and formats, evaluating the logic of the reasoning and the relevance and sufficiency of the evidence.</p> <p>The Basic student identifies the purpose of information presented in diverse media and formats and explains the logic of the reasoning, the relevance of the evidence, and/or the sufficiency of the evidence.</p> <p>The Below Basic student inaccurately identifies the purpose of information presented in diverse media and formats and/or inaccurately explains the logic of the reasoning, the relevance of the evidence, and/or the sufficiency of the evidence.</p>
<b>x.SL.3</b>	<b>6.SL.3</b> Pose and respond to questions with explanations, and acknowledge new information expressed by others.	<b>7.SL.3</b> Pose relevant questions to invite elaboration, respond to questions with elaboration, and acknowledge new information expressed by others.	<b>8.SL.3</b> Pose relevant questions, respond to questions, and connect ideas from several speakers while acknowledging and elaborating upon new ideas expressed by others.
<b>PLDs</b>	<p>The Advanced student poses complex questions, responds to questions with elaboration, and acknowledges new information expressed by others.</p> <p>The Proficient student poses and responds to questions with explanations, and acknowledges new information expressed by others.</p> <p>The Basic student poses simple questions, responds to questions, and may or may not acknowledge new information expressed by others.</p> <p>The Below Basic student poses irrelevant questions, fails to address questions that are asked, and/or does not acknowledge new information.</p>	<p>The Advanced student poses complex, relevant questions to invite elaboration, responds to questions with elaboration, and incorporates new information expressed by others.</p> <p>The Proficient student poses relevant questions to invite elaboration, responds to questions with elaboration, and acknowledges new information expressed by others.</p> <p>The Basic student poses simple questions, responds to questions with explanations, and acknowledges new information expressed by others.</p> <p>The Below Basic student poses irrelevant questions, fails to address questions that are asked, and/or does not acknowledge new information expressed by others.</p>	<p>The Advanced student poses insightful questions and synthesizes ideas from several speakers, elaborating upon new information and addressing questions from others.</p> <p>The Proficient student poses relevant questions, responds to questions, and connects ideas from several speakers while acknowledging and elaborating upon new ideas expressed by others.</p> <p>The Basic student poses simple questions, responds to questions, minimally connects ideas from another speaker, and acknowledges new information expressed by others.</p> <p>The Below Basic student poses irrelevant questions, fails to address questions that are asked, does not connect ideas from another speaker, and/or does not acknowledge new information expressed by others.</p>

Domain	Grade 6	Grade 7	Grade 8
<b>Writing</b>			
<b>Writing Conventions</b>			
<b>x.WC.1</b>	<b>6.WC.1</b> Demonstrate command of standard English grammar and usage when writing over shorter and extended periods of time including intensive and vague pronouns, shifts in pronouns, punctuation to set off nonrestrictive/parenthetical elements and sentence structure.	<b>7.WC.1</b> Demonstrate command of standard English grammar and usage when writing over shorter and extended periods of time including the function of phrases and clauses, sentence structures, modifiers and commas to separate coordinate adjectives.	<b>8.WC.1</b> Demonstrate command of standard English grammar and usage when writing over shorter and extended periods of time including verbals, active and passive verbs, shifts in verb voice and mood and verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. Use punctuation to indicate a pause, break or omission.
<b>PLDs</b>	<p>The Advanced student consistently demonstrates command of standard English grammar and usage when writing over shorter and extended periods of time including intensive and vague pronouns, shifts in pronouns, punctuation to set off nonrestrictive/parenthetical elements, and sentence structure.</p> <p>The Proficient student demonstrates command of standard English grammar and usage when writing over shorter and extended periods of time including intensive and vague pronouns, shifts in pronouns, punctuation to set off nonrestrictive/parenthetical elements, and sentence structure.</p> <p>The Basic student inconsistently demonstrates command of standard English grammar and usage when writing over shorter and extended periods of time with occasional errors in intensive and vague pronouns, shifts in pronouns, punctuation to set off nonrestrictive/parenthetical elements and sentence structure.</p> <p>The Below Basic student demonstrates partial command of standard English grammar and usage when writing over shorter and extended periods of time with frequent errors in intensive and vague pronouns, shifts in pronouns, punctuation to set off nonrestrictive/parenthetical elements and sentence structure.</p>	<p>The Advanced student consistently demonstrates command of standard English grammar and usage when writing over shorter and extended periods of time including the function of phrases and clauses, sentence structures, modifiers and commas to separate coordinate adjectives.</p> <p>The Proficient student demonstrates command of standard English grammar and usage when writing over shorter and extended periods of time including the function of phrases and clauses, sentence structures, modifiers and commas to separate coordinate adjectives.</p> <p>The Basic student inconsistently demonstrates command of standard English grammar and usage when writing over shorter and extended periods of time with occasional errors in phrases and clauses, sentence structures, modifiers and commas separating coordinate adjectives.</p> <p>The Below Basic student demonstrates partial command of standard English grammar and usage when writing over shorter and extended periods of time with frequent errors in phrases and clauses, sentence structures, modifiers and commas separating coordinate adjectives.</p>	<p>The Advanced student consistently demonstrates command of standard English grammar and usage when writing over shorter and extended periods of time including verbals, active and passive verbs, shifts in verb voice and mood and verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. Use punctuation to indicate a pause, break or omission.</p> <p>The Proficient student demonstrates command of standard English grammar and usage when writing over shorter and extended periods of time including verbals, active and passive verbs, shifts in verb voice and mood and verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. Use punctuation to indicate a pause, break or omission.</p> <p>The Basic student inconsistently demonstrates command of standard English grammar and usage when writing over shorter and extended periods of time with occasional errors in verbals, active and passive verbs, shifts in verb voice and mood and verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. The student has occasional punctuation errors.</p> <p>The Below Basic student demonstrates partial command of standard English grammar and usage when writing over shorter and extended periods of time with occasional errors in verbals, active and passive verbs, shifts in verb voice and mood and verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. The student has frequent punctuation errors.</p>

Domain	Grade 6	Grade 7	Grade 8
<b>x.WP.1</b>	<b>6.WP.1</b> Introduce a topic, situation, or idea and establish purpose according to audience and task.	<b>7.WP.1</b> Introduce a topic, problem, situation, or idea and establish purpose according to the audience, task, and genre.	<b>8.WP.1</b> Introduce a topic, problem, situation, or idea and establish purpose according to the audience, task, and genre.
<b>PLDs</b>	<p>The Advanced student crafts a compelling introduction to a topic, situation, or idea and establishes purpose according to audience and task.</p> <p>The Proficient student introduces the reader to the topic, situation, or idea and establishes purpose according to audience and task.</p> <p>The Basic student partially introduces the reader to the topic, situation, or idea and ineffectively establishes purpose according to audience and task.</p> <p>The Below Basic student provides no introduction and is unclear on the purpose of the writing.</p>	<p>The Advanced student crafts a compelling introduction a topic, problem, situation, or idea and establishes purpose according to audience, task, and genre.</p> <p>The Proficient student introduces a topic, problem, situation, or idea and establishes purpose according to audience, task, and genre.</p> <p>The Basic student partially introduces a topic, problem, situation, or idea and ineffectively establishes purpose according to audience, task, and genre.</p> <p>The Below Basic student provides no introduction and is unclear on the purpose of the writing.</p>	<p>The Advanced student crafts a compelling introduction to a topic, problem, situation, or idea and establishes a purpose according to audience, task, and genre.</p> <p>The Proficient student introduces a topic, problem, situation, or idea and establishes a purpose according to audience, task, and genre.</p> <p>The Basic student partially introduces a topic, problem, situation, or idea and ineffectively establishes a purpose according to audience, task, and genre.</p> <p>The Below Basic student provides no introduction and is unclear on the purpose.</p>
<b>x.WP2</b>	<b>6.WP.2</b> Develop and/or support a topic, situation, or idea with relevant reasons, details, or evidence according to audience, purpose, and task.	<b>7.WP.2</b> Develop and/or support a topic, problem, situation, or idea with relevant reasons, details, or evidence according to genre, audience, purpose, and task.	<b>8.WP.2</b> Develop and/or support a topic, problem, situation, or idea with relevant reasons, details, or evidence according to genre, audience, purpose, and task.
<b>PLDs</b>	<p>The Advanced student skillfully develops and/or supports a topic, situation, or idea with compelling reasons, details, or evidence according to audience, purpose, and task.</p> <p>The Proficient student develops and/or supports a topic, situation, or idea with relevant reasons, details, or evidence according to audience, purpose, and task.</p> <p>The Basic student partially develops and/or supports a topic, situation, or idea with reasons, details, or evidence with little relevance to the audience, purpose, and task.</p> <p>The Below Basic student provides irrelevant or minimal reasons, details or evidence. There is no awareness to the audience, purpose, and task.</p>	<p>The Advanced student skillfully develops and/or supports a topic, problem, situation, or idea with compelling relevant reasons, details, or evidence according to genre, task, purpose, and audience.</p> <p>The Proficient student develops and/or supports the topic, problem, situation, or idea with relevant reasons, details, or evidence according to genre, task, purpose, and audience.</p> <p>The Basic student partially develops and/or supports the topic, problem, situation, or idea with relevant reasons, details, or evidence little relevance according to genre, task, purpose, and audience.</p> <p>The Below Basic student provides irrelevant or minimal reasons, details or evidence. There is no awareness to the genre, audience, purpose, and task.</p>	<p>The Advanced student skillfully develops and/or supports a topic, problem, situation, or idea with compelling relevant reasons, details, or evidence according to genre, task, purpose, and audience.</p> <p>The Proficient student develops and/or supports a topic, problem, situation, or idea with relevant reasons, details, or evidence according to genre, task, purpose, and audience.</p> <p>The Basic student partially develops and/or supports a topic, problem, situation, or idea with relevant reasons, details, or evidence little relevance according to genre, task, purpose, and audience.</p> <p>The Below Basic student provides irrelevant or minimal reasons, details or evidence. There is no awareness to the genre, audience, purpose, and task.</p>

Domain	Grade 6	Grade 7	Grade 8
<b>x.WP3</b>	<b>6.WP.3</b> Link ideas using appropriate and varied transitions to enhance the audience's understanding appropriate to the genre.	<b>7.WP.3</b> Create cohesion and convey the relationships between ideas using appropriate and varied transitions to enhance the audience's understanding appropriate to the genre.	<b>8.WP.3</b> Create cohesion and convey the relationships between ideas using appropriate and varied transitions to enhance the audience's understanding appropriate to the genre.
<b>PLDs</b>	<p>The Advanced student skillfully links ideas using purposefully chosen transitions to enhance the audience's understanding appropriate to the genre.</p> <p>The Proficient student links ideas using appropriate and varied transitions to enhance the audience's understanding appropriate to the genre.</p> <p>The Basic student uses transitions which inconsistently link ideas with minimal relevance to the audience or genre.</p> <p>The Below Basic students does not use transitions or uses transitions that are repetitive or lack awareness to the audience's understanding appropriately to the genre.</p>	<p>The Advanced student skillfully creates cohesion and purposefully conveys the relationships between ideas, using sophisticated transitions to enhance the audience's understanding appropriate to the genre.</p> <p>The Proficient student creates cohesion and conveys the relationships between ideas, using appropriate and varied transitions to enhance the audience's understanding appropriate to the genre.</p> <p>The Basic student inconsistently conveys relationships between ideas and struggles to use appropriate and varied transitions that align to the audience's understanding appropriate to the genre.</p> <p>The Below Basic students does not use transitions or uses transitions that are repetitive or lack awareness to the audience's understanding appropriately to the genre.</p>	<p>The Advanced student skillfully creates cohesion and purposefully conveys the relationships between ideas, using sophisticated transitions to enhance the audience's understanding appropriate to the genre.</p> <p>The Proficient student creates cohesion and conveys the relationships between ideas, using appropriate and varied transitions to enhance the audience's understanding appropriate to the genre.</p> <p>The Basic student inconsistently conveys relationships between ideas and struggles to use appropriate and varied transitions that align to the audience's understanding appropriate to the genre.</p> <p>The Below Basic students does not use transitions or uses transitions that are repetitive or lack awareness to the audience's understanding appropriately to the genre.</p>
<b>x.WP4</b>	<b>6.WP.4</b> Use a style appropriate to audience, genre, purpose, and task with precise words and phrases, relevant descriptive details, and/or subject-specific vocabulary.	<b>7.WP.4</b> Maintain a deliberate style appropriate to audience, genre, purpose, and task using precise words and phrases, relevant descriptive details, and/or subject-specific vocabulary.	<b>8.WP.4</b> Maintain a deliberate style appropriate to audience, genre, purpose, and task using precise words and phrases, relevant descriptive details, and/or subject-specific vocabulary.

Domain	Grade 6	Grade 7	Grade 8
<b>PLDs</b>	<p>The Advanced student deliberately crafts a sophisticated style appropriate to audience, genre, purpose, and task with the deliberate and strategic use of precise words and phrases, relevant descriptive details, and/or subject-specific vocabulary.</p> <p>The Proficient student uses a style appropriate to audience, genre, purpose, and task with precise words and phrases, relevant descriptive details, and/or subject-specific vocabulary.</p> <p>The Basic student uses a style somewhat appropriate to audience, genre, purpose and task with imprecise words and phrases, limited descriptive details, and/or inconsistent subject-specific vocabulary.</p> <p>The Below Basic student does not use a style appropriate to audience, genre, purpose and task with vague or inappropriate word choices, a lack of relevant descriptive details, and/or absent or incorrect subject-specific vocabulary.</p>	<p>The Advanced student consistently maintains a deliberate style appropriate to audience, genre, purpose, and task with the intentional and strategic use of precise words and phrases, relevant descriptive details, and/or subject-specific vocabulary.</p> <p>The Proficient student maintains a deliberate style appropriate to audience, genre, purpose, and task using precise words and phrases, relevant descriptive details, and/or subject-specific vocabulary.</p> <p>The Basic student inconsistently uses a deliberate style appropriate to audience, genre, purpose, and task with imprecise words and phrases, limited descriptive details, and/or inconsistent subject-specific vocabulary.</p> <p>The Below Basic student does not use a deliberate style appropriate to audience, genre, purpose, and task with vague or inappropriate word choices, a lack of relevant descriptive details, and/or absent or incorrect subject-specific vocabulary.</p>	<p>The Advanced student consistently maintains a deliberate style appropriate to audience, genre, purpose, and task with the intentional and strategic use of precise words and phrases, relevant descriptive details, and/or subject-specific vocabulary.</p> <p>The Proficient student maintains a deliberate style appropriate to audience, genre, purpose, and task using precise words and phrases, relevant descriptive details, and/or subject-specific vocabulary.</p> <p>The Basic student inconsistently uses a deliberate style appropriate to audience, genre, purpose, and task with imprecise words and phrases, limited descriptive details, and/or inconsistent domain subject-vocabulary.</p> <p>The Below Basic student does not use a deliberate style appropriate to audience, genre, purpose, and task with vague or inappropriate word choices, a lack of relevant descriptive details, and/or absent or incorrect subject-specific vocabulary.</p>
<b>x.WP5</b>	<b>6.WP.5</b> Provide a resolution or concluding statement/section that supports the ideas presented in the writing.	<b>7.WP.5</b> Provide a resolution or concluding statement/section that supports the ideas presented in the writing.	<b>8.WP.5</b> Provide a resolution or conclusion that supports the ideas presented in the writing.
<b>PLDs</b>	<p>The Advanced student provides a well-crafted resolution or conclusion that reinforces and supports the ideas presented in the writing.</p> <p>The Proficient student provides a resolution or concluding statement/section that supports the ideas presented in the writing.</p> <p>The Basic student writes a conclusion that minimally supports the ideas presented in the writing.</p> <p>The Below Basic student provides a concluding statement that is unclear or unrelated to the ideas present in the writing; or the concluding statement is missing.</p>	<p>The Advanced student provides a purposeful, well-crafted resolution or conclusion that reinforces and supports the ideas presented in the writing.</p> <p>The Proficient student provides a resolution or concluding statement/section that supports the ideas presented in the writing.</p> <p>The Basic student writes a conclusion that minimally supports the ideas presented in the writing.</p> <p>The Below Basic student provides a concluding statement that is unclear or unrelated to the ideas present in the writing.</p>	<p>The Advanced student provides a purposeful, clear, and insightful resolution or conclusion that reinforces and supports the ideas presented in the writing.</p> <p>The Proficient student provides a resolution or concluding statement/section that supports the ideas presented in the writing.</p> <p>The Basic student writes a conclusion that minimally supports the ideas presented in the writing.</p> <p>The Below Basic student provides a concluding statement that is unclear or unrelated to the ideas present in the writing.</p>

Domain	Grade 6	Grade 7	Grade 8
<b>x.WP.6</b>	<b>6.WP.6</b> Conduct short research projects to answer a question, drawing on several credible sources and refocusing the inquiry when appropriate; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic source information.	<b>7.WP.6</b> Conduct short research projects to answer a question, drawing on several credible sources and generating additional related, focused questions for further research and investigation; quote or paraphrase the data and conclusions of others avoiding plagiarism and following a standard citation format.	<b>8.WP.6</b> Conduct short research projects to answer a question, drawing on several credible sources and generating additional related, focused questions that allow for multiple avenues of exploration; quote or paraphrase the data and conclusions of others avoiding plagiarism by following a standard citation format.
<b>PLDs</b>	<p>The Advanced student conducts research projects to answer a complex question, drawing on several relevant and credible sources and refocusing the inquiry when appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and providing citations.</p> <p>The Proficient student conducts short research projects to answer a question, drawing on several credible sources and refocusing the inquiry when appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and providing basic source information.</p> <p>The Basic student conducts short research projects to answer a question, using minimal credible sources; inconsistently quoting or paraphrasing the data and conclusions of others and providing incomplete source information.</p> <p>The Below Basic student minimally conducts short research projects to answer a question using inappropriate, non-credible, or insufficient sources; inconsistently quoting or paraphrasing the data and conclusions of others and providing incomplete source information.</p>	<p>The Advanced student conducts research projects to answer a complex question, drawing on several relevant and credible sources; refines the question to generate additional related, focused questions for further research and investigation; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and consistently follows a standard citation format.</p> <p>The Proficient student conducts short research projects to answer a question, drawing on several credible sources and generating additional related, focused questions for further research and investigation; quotes or paraphrases the data and conclusions of others avoiding plagiarism and following a standard citation format.</p> <p>The Basic student conducts short research projects to answer a question, using minimal credible source, and generates additional, but unrelated, questions for further research and investigation; inconsistently quoting or paraphrasing the data and conclusions of others and providing incomplete source information.</p> <p>The Below Basic student minimally conducts short research projects to answer a question using inappropriate, non-credible, or insufficient sources; inconsistently quoting or paraphrasing the data and conclusions of others and providing incomplete source information.</p>	<p>The Advanced student conducts research projects to answer a complex question, drawing on several relevant and credible sources; refines the question to generate additional related, focused questions for further research and investigation that allow for multiple avenues of exploration; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and consistently follows a standard citation format.</p> <p>The Proficient student conducts short research projects to answer a question, drawing on several credible sources and generating additional related, focused questions that allow for multiple avenues of exploration; quotes or paraphrases the data and conclusions of others avoiding plagiarism by following a standard citation format.</p> <p>The Basic student conducts short research projects to answer a question, using minimal credible source, and generates additional questions for further research and investigation; inconsistently quoting or paraphrasing the data and conclusions of others and providing incomplete source information.</p> <p>The Below Basic student conducts short research projects to answer a question using inappropriate, non-credible, or insufficient sources; generates additional, but unrelated, questions for further research and investigation; inconsistently quotes or paraphrases the data and conclusions of others; and provides incomplete source information.</p>

Domain	Grade 6	Grade 7	Grade 8
<b>Vocabulary Acquisition and Use</b>			
<b>Vocabulary Acquisition and Use</b>			
<b>x.VA.1</b>	<b>6.VA.1</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 choice on meaning and tone, including rhyme and repetition.	<b>7.VA.1</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of metaphors and similes.	<b>8.VA.1</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; analyze the impact of analogies and allusions.
<b>PLDs</b>	<p>The Advanced student determines the meaning of complex words and phrases, including figurative and connotative meanings, and analyzes how they are used in a text; evaluates the impact of specific word choice on meaning and tone, including rhyme and repetition.</p> <p>The Proficient student determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choice on meaning and tone, including rhyme and repetition.</p> <p>The Basic student determines the figurative or connotative meaning of words and/or phrases as they are used in a text; recognizes the impact of specific word choice on meaning and tone, including rhyme and repetition.</p> <p>The Below Basic student recognizes figurative language but inaccurately determines the meaning or connotation of words and phrases as they are used in a text; determines the meaning of simple words and phrases.</p>	<p>The Advanced student determines the meaning of complex words and phrases, including figurative and connotative meanings, and analyzes how they are used in a text; evaluates the impact of metaphors and similes.</p> <p>The Proficient student determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of metaphors and similes.</p> <p>The Basic student determines the figurative or connotative meaning of words and/or phrases as they are used in a text; recognizes metaphors and similes but inaccurately analyzes their impact.</p> <p>The Below Basic student recognizes figurative language but inaccurately determines the meaning or connotation of words and phrases as they are used in a text; recognizes metaphors and/or similes.</p>	<p>The Advanced student determines the meaning of complex words and phrases, including figurative and connotative meanings, and analyzes how they are used in a text; evaluates the impact of specific word choice on meaning and tone; evaluate the impact of analogies and allusions.</p> <p>The Proficient student determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone; analyzes the impact of analogies and allusions.</p> <p>The Basic student determines the figurative or connotative meaning of words and/or phrases as they are used in a text; recognizes the impact of specific word choice on meaning and tone; recognizes analogies and allusions but inaccurately analyzes their impact.</p> <p>The Below Basic student recognizes figurative language but inaccurately determines the meaning or connotation of words and phrases as they are used in a text; determines the meaning of simple words and phrases; may recognize analogies or allusions.</p>



Domain	Grade 6	Grade 7	Grade 8
<b>x.VA.2</b>	<b>6.VA.2</b> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies such as context clues and morphology.	<b>7.VA.2</b> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies such as context clues and morphology.	<b>8.VA.2</b> Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases choosing flexibly from a range of strategies such as context clues and morphology.
<b>PLDs</b>	<p>The Advanced student strategically uses their knowledge of language and morphology to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases<sup>7</sup>.</p> <p>The Proficient student determines and/or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies such as context clues and morphology.</p> <p>The Basic student, given a strategy, determines and/or clarifies the meaning of unknown and multiple-meaning words and phrases<sup>6</sup>.</p> <p>The Below Basic student, given a strategy, struggles to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases, without additional support.</p>	<p>The Advanced student strategically uses their knowledge of language and morphology to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>The Proficient student determines and/or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies such as context clues and morphology.</p> <p>The Basic student, given a strategy, determines and/or clarifies the meaning of unknown and multiple-meaning words and phrases.</p> <p>The Below Basic student, given a strategy, struggles to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases without additional support.</p>	<p>The Advanced student strategically uses their knowledge of language and morphology to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>The Proficient student determines and/or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies such as context clues and morphology.</p> <p>The Basic student, given a strategy, determines and/or clarifies the meaning of unknown and multiple-meaning words and phrases.</p> <p>The Below Basic student, given a strategy, struggles to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases without additional support.</p>
<b>x.VA.3</b>	<b>6.VA.3</b> Determine and/or clarify the meaning of general academic and subject-specific words and phrases; accurately and effectively use general academic and subject-specific vocabulary in speaking and writing.	<b>7.VA.3</b> Determine and/or clarify the meaning of general academic and subject-specific words and phrases; accurately and effectively use general academic and subject-specific vocabulary in speaking and writing.	<b>8.VA.3</b> Determine and/or clarify the meaning of general academic and subject-specific words and phrases; accurately and effectively use general academic and subject-specific vocabulary in speaking and writing.
<b>PLDs</b>	<p>The Advanced student determines and/or clarifies the meaning of advanced academic and subject-specific words and phrases; skillfully and purposefully uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Proficient student determines and/or clarifies the meaning of general academic and subject-specific words and phrases; accurately and effectively uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Basic student determines and/or clarifies the meaning of most general academic and subject-specific words and phrases; mostly uses general academic and subject-specific vocabulary appropriately in speaking and writing.</p> <p>The Below Basic student inconsistently determines and/or clarifies the meaning of general academic and subject-specific words and phrases; inaccurately uses general academic and subject-specific vocabulary in speaking and writing.</p>	<p>The Advanced student determines and/or clarifies the meaning of advanced academic and subject-specific words and phrases; skillfully and purposefully uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Proficient student determines and/or clarifies the meaning of general academic and subject-specific words and phrases; accurately and effectively uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Basic student determines and/or clarifies the meaning of most general academic and subject-specific words and phrases; mostly uses general academic and subject-specific vocabulary appropriately in speaking and writing.</p> <p>The Below Basic student inconsistently determines and/or clarifies the meaning of general academic and subject-specific words and phrases; inaccurately uses general academic and subject-specific vocabulary in speaking and writing.</p>	<p>The Advanced student determines and/or clarifies the meaning of advanced academic and subject-specific words and phrases; skillfully and purposefully uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Proficient student determines and/or clarifies the meaning of general academic and subject-specific words and phrases; accurately and effectively uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Basic student determines and/or clarifies the meaning of most general academic and subject-specific words and phrases; mostly uses general academic and subject-specific vocabulary appropriately in speaking and writing.</p> <p>The Below Basic student inconsistently determines and/or clarifies the meaning of general academic and subject-specific words and phrases; inaccurately uses general academic and subject-specific vocabulary in speaking and writing.</p>
<b># standards</b>	<b>19</b>	<b>18</b>	<b>18</b>

Domain	Grades 9-10	Grades 11-12
Reading		
Reading Comprehension		
<b>x.RC.1</b>	<b>9-10.RC.1</b> Identify and integrate textual evidence to sufficiently support analysis and inferences about what the text says explicitly and implicitly.	<b>11-12.RC.1</b> Identify and integrate textual evidence to strongly support analysis and inferences about what the text says explicitly and implicitly, including where the text is ambiguous.
<b>PLDs</b>	<p>The Advanced student identifies and integrates textual evidence to thoroughly support complex analysis and inferences about what the text says explicitly and implicitly.</p> <p>The Proficient student identifies and integrates textual evidence to sufficiently support analysis and inferences about what the text says explicitly and implicitly.</p> <p>The Basic student identifies and uses textual evidence to minimally support analysis and inferences about what the text says explicitly and implicitly.</p> <p>The Below Basic student minimally identifies and uses textual evidence to inaccurately or incompletely support analysis and inferences of the text.</p>	<p>The Advanced student identifies and integrates compelling textual evidence to thoroughly support complex analysis and inferences about what the text says explicitly and implicitly, including where the text is ambiguous.</p> <p>The Proficient student identifies and integrates textual evidence to strongly support analysis and inferences about what the text says explicitly and implicitly, including where the text is ambiguous.</p> <p>The Basic student identifies and uses textual evidence to support analysis and inferences about what the text says explicitly and implicitly.</p> <p>The Below Basic student minimally identifies and uses textual evidence to inaccurately or incompletely support analysis and inferences of the text.</p>
<b>x.RC.2</b>	<b>9-10.RC.2</b> Interpret a theme/central idea of a text and analyze its development, including how it emerges and is shaped by specific details.	<b>11-12.RC.2</b> Interpret multiple themes/central ideas in a text or across multiple texts and analyzes their development, including how they emerge and are shaped by specific details.
<b>PLDs</b>	<p>The Advanced student insightfully interprets a theme/central idea of a text and provides a complex analysis of its development, including how it emerges and is shaped by specific details.</p> <p>The Proficient student interprets a theme/central idea of a text and analyzes its development, including how it emerges and is shaped by specific details.</p> <p>The Basic student determines a theme/central idea of a text and analyzes its development, including how it emerges or is shaped by specific details.</p> <p>The Below Basic student identifies a theme/central idea of a text but provides an inaccurate or incomplete analysis that may or may not lack a relevant detail or story element.</p>	<p>The Advanced student insightfully interprets multiple themes/central ideas in a text or across multiple texts and provides a complex analysis of their development, including how they emerge and are shaped by specific details.</p> <p>The Proficient student interprets multiple themes/central ideas in a text or across multiple texts and analyzes their development, including how they emerge and are shaped by specific details.</p> <p>The Basic student interprets a theme/central idea of a text and analyzes its development, including how it emerges or is shaped by specific details.</p> <p>The Below Basic student identifies a theme/central idea of a text but provides an inaccurate or incomplete analysis that may or may not lack how it emerges or is shaped by specific details.</p>

Domain	Grades 9-10	Grades 11-12
<b>x.RC.3</b>	<b>9-10.RC.3</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Intentionally Left Blank
<b>PLDs</b>	<p>The Advanced student thoroughly analyzes how complex characters develop over the course of a text, interact overtly or subtly with other characters, and advance the plot or develop the theme.</p> <p>The Proficient student analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>The Basic student identifies how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>The Below Basic student identifies how complex characters develop over the course of a text, interact with other characters, and/or advance the plot.</p>	Intentionally Left Blank
<b>x.RC.4</b>	<b>9-10.RC.4</b> Determine an author's perspective or purpose in a text to analyze how the author uses rhetoric (e.g., satire, sarcasm, irony, and understatement, etc.) to advance the author's perspective or purpose.	<b>11-12.RC.4</b> Interpret an author's perspective or purpose in a text to analyze how the author uses rhetoric (e.g., satire, sarcasm, irony, and understatement, etc.) to advance the author's perspective or purpose.
<b>PLDs</b>	<p>The Advanced student interprets an author's perspective or purpose in a text to provide a complex analysis of how the author uses rhetoric (e.g., satire, sarcasm, irony, and understatement, etc.) to advance the author's perspective or purpose.</p> <p>The Proficient student determines an author's perspective or purpose in a text to analyze how the author uses rhetoric (e.g., satire, sarcasm, irony, and understatement, etc.) to advance the author's perspective or purpose.</p> <p>The Basic student determines an author's perspective or purpose in a text to provide a simple analysis of how the author uses rhetoric (e.g., satire, sarcasm, irony, and understatement, etc.) to advance the author's perspective or purpose.</p> <p>The Below Basic student identifies an author's perspective or purpose in a text but may be unable to provide a simple analysis of how the author uses rhetoric (e.g., satire, sarcasm, irony, and understatement, etc.) to advance the author's perspective or purpose.</p>	<p>The Advanced student interprets an author's perspective or purpose in a text to provide a complex analysis of how the author uses rhetoric (e.g., satire, sarcasm, irony, and understatement, etc.) to advance the author's perspective or purpose.</p> <p>The Proficient student interprets an author's perspective or purpose in a text to analyze how the author uses rhetoric (e.g., satire, sarcasm, irony, and understatement, etc.) to advance the author's perspective or purpose.</p> <p>The Basic student determines an author's perspective or purpose in a text to provide a simple analysis of how the author uses rhetoric (e.g., satire, sarcasm, irony, and understatement, etc.) to advance the author's perspective or purpose.</p> <p>The Below Basic student identifies an author's perspective or purpose in a text but may be unable to provide a simple analysis of how the author uses rhetoric (e.g., satire, sarcasm, irony, and understatement, etc.) to advance the author's perspective or purpose.</p>

Domain	Grades 9-10	Grades 11-12
<b>x.RC.5</b>	<b>9-10.RC.5</b> Analyze and evaluate the credibility of a variety of sources and assess whether the reasoning is valid and the evidence is relevant and sufficient.	<b>11-12.RC.5</b> Delineate and evaluate the credibility of a variety of sources and assess whether the reasoning is valid and the evidence is relevant and sufficient.

<b>PLDs</b>	<p>The Advanced student analyzes and evaluates the credibility of a variety of sources with conflicting information, assesses whether the reasoning is valid and the evidence is relevant and sufficient, and justifies their evaluation.</p> <p>The Proficient student analyzes and evaluates the credibility of a variety of sources and assesses whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>The Basic student incompletely analyzes and/or evaluates the credibility of a variety of sources and/or incompletely assesses whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>The Below Basic student inaccurately analyzes or evaluates the credibility of a variety of sources and/or inaccurately assesses whether the reasoning is valid and the evidence is relevant and sufficient.</p>	<p>The Advanced student delineates and evaluates the credibility of a variety of sources with conflicting information, assesses whether the reasoning is valid and the evidence is relevant and sufficient, and justifies their evaluation.</p> <p>The Proficient student delineates and evaluates the credibility of a variety of sources and assesses whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>The Basic student incompletely delineates and/or evaluates the credibility of a variety of sources and/or incompletely assesses whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>The Below Basic student inaccurately delineates or evaluates the credibility of a variety of sources and/or inaccurately assesses whether the reasoning is valid and the evidence is relevant and sufficient.</p>
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DRAFT Standards for Informal Public Input through Sept. 23.

Domain	Grades 9-10	Grades 11-12
<b>Speaking and Listening</b>		
<b>Speaking and Listening</b>		
<b>x.SL.1</b> <b>9-10.SL.1</b> Present information, findings, and supporting evidence clearly, concisely, and logically with organization, development, substance, and style appropriate to audience, purpose, and task; make strategic use of digital media and visual aids.		<b>11-12.SL.1</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; addresses alternative or opposing perspectives, and the organization, development, substance, and style are appropriate to audience, task, and a range of formal and informal tasks; make strategic use of digital media and visual aids.
<b>PLDs</b> <p>The Advanced student presents complex information, findings, and supporting evidence clearly, concisely, and logically with sophisticated organization, development, substance, and style tailored to audience, purpose, and task; consistently makes engaging and strategic use of digital media and visual aids.</p> <p>The Proficient student presents information, findings, and supporting evidence clearly, concisely, and logically with organization, development, substance, and style appropriate to audience, purpose, and task; makes strategic use of digital media and visual aids.</p> <p>The Basic student presents information and findings, but lacks sufficient supporting evidence and/or may struggle to clearly, concisely, and logically maintain organization, development, substance, and style appropriate to audience, purpose, and task; may struggle to make strategic use of digital media and visual aids.</p> <p>The Below Basic student presents inaccurate or incomplete information and findings, lacks supporting evidence, and/or the organization and development are not appropriate to audience, purpose, and/or task; uses limited or ineffective digital media and/or visual aids.</p>		<p>The Advanced student presents complex information, findings, and supporting evidence, conveying a compelling and distinct perspective with a clear line of reasoning; thoughtfully addresses alternative or opposing perspectives; organization, development, substance, and style are tailored to audience and a range of formal and informal tasks; consistently makes engaging and strategic use of digital media and visual aids.</p> <p>The Proficient student presents information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; addresses alternative or opposing perspectives; provides organization, development, substance, and style appropriate to audience and a range of formal and informal tasks; makes strategic use of digital media and visual aids.</p> <p>The Basic student presents information and findings but lacks sufficient supporting evidence, and/or may struggle to convey a clear and distinct perspective or line of reasoning; inconsistently or inaccurately addresses alternative or opposing perspectives; struggles to maintain organization, development, substance, and style appropriate to audience and task; may struggle to make strategic use of digital media and visual aids.</p> <p>The Below Basic student presents inaccurate or incomplete information and findings, lacks supporting evidence, and/or the organization and development are not appropriate to audience, purpose, and/or task; uses limited or ineffective digital media and/or visual aids.</p>

Domain	Grades 9-10	Grades 11-12
<b>x.SL.2</b>	<b>9-10.SL.2</b> Delineate a speaker's argument; evaluate the motives behind the reasoning and the relevance and sufficiency of the evidence.	<b>11-12.SL.2</b> Evaluate a speaker's argument and specific claims, the motives behind the reasoning, and the relevance and sufficiency of the evidence.
<b>PLDs</b>	<p>The Advanced student insightfully delineates a speaker's argument and provides a sophisticated evaluation of the motives, effectiveness of the reasoning, and the relevance and sufficiency of the evidence.</p> <p>The Proficient student delineates a speaker's argument, and evaluates the motives behind the reasoning and the relevance and sufficiency of the evidence.</p> <p>The Basic student identifies a speaker's argument and explains the motives behind the reasoning but may inaccurately evaluate the relevance and sufficiency of the evidence.</p> <p>The Below Basic student inaccurately identifies a speaker's argument and motives behind the reasoning and inaccurately explains the relevance and sufficiency of the evidence.</p>	<p>The Advanced student provides an insightful evaluation of a speaker's argument and specific claims, the motives behind and effectiveness of the reasoning, and the relevance and sufficiency of the evidence.</p> <p>The Proficient student evaluates a speaker's argument and specific claims, the motives behind the reasoning, and the relevance and sufficiency of the evidence.</p> <p>The Basic student delineates a speaker's argument and specific claims, incompletely evaluates the motives behind the reasoning and the relevance and sufficiency of the evidence.</p> <p>The Below Basic student inaccurately identifies a speaker's argument and specific claims, incompletely evaluates the motives behind the reasoning and the relevance and sufficiency of the evidence.</p>
<b>x.SL.3</b>	<b>9-10.SL.3</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.	<b>11-12.SL.3</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners; building on others' ideas and expressing their own ideas clearly and persuasively.
<b>PLDs</b>	<p>The Advanced student initiates and insightfully participates in a range of collaborative discussions (one-on-one, in groups, and teacher-led) adapting their communication styles with diverse partners to build on and synthesize others' ideas while expressing their own ideas clearly and persuasively.</p> <p>The Proficient student initiates and participates effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.</p> <p>The Basic student participates in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners but may struggle to build on others' ideas and/or express their own.</p> <p>The Below Basic student minimally participates in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and/or does not engage with others' ideas or express their own.</p>	<p>The Advanced student initiates and insightfully participates in a range of collaborative discussions (one-on-one, in groups, and teacher-led) adapting their communication styles with diverse partners to build on and synthesize others' ideas while expressing their own ideas clearly and persuasively.</p> <p>The Proficient student initiates and participates effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.</p> <p>The Basic student participates in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners but may struggle to build on others' ideas and/or express their own.</p> <p>The Below Basic student minimally participates in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and/or does not engage with others' ideas or express their own.</p>

Domain	Grades 9-10	Grades 11-12
<b>Writing</b>		
<b>Writing Conventions</b>		
<b>x.WC.1</b>	<b>9-10.WC.1</b> Demonstrate command of standard English grammar and usage when writing over shorter and extended periods of time including parallel structure, a variety of complete, controlled sentences, commas, semicolons, and colons.	<b>11-12.WC.1</b> Demonstrate command of standard English grammar and usage when writing over shorter and extended periods of time including parallel structure, a variety of complete, controlled sentences, commas, semicolons, and colons, and consult references to resolve complex issues.
<b>PLDs</b>	<p>The Advanced student consistently and purposefully demonstrates a sophisticated command of standard English grammar and usage in writing, employing parallel structure, skillfully constructing a wide range of complex and controlled sentence structures, and strategically using commas, semicolons, and colons.</p> <p>The Proficient student demonstrates command of standard English grammar and usage when writing over shorter and extended periods of time including parallel structure, a variety of complete, controlled sentences, commas, semicolons, and colons.</p> <p>The Basic student shows partial command of standard English grammar and usage in writing, including errors in parallel structure, lack of variety in sentence structures, and inconsistent comma, semicolon, and colon use.</p> <p>The Below Basic student shows minimal command of standard English grammar and usage in writing, including errors in parallel structure, lack of variety in sentence structures, and incorrect comma, semicolon, and colon use.</p>	<p>The Advanced student consistently and purposefully demonstrates a sophisticated command of standard English grammar and usage in writing, employing parallel structure, skillfully constructing a wide range of complex and controlled sentence structures, and strategically using commas, semicolons, and colons and consults references to resolve complex issues and refine writing.</p> <p>The Proficient student demonstrates command of standard English grammar and usage when writing over shorter and extended periods of time including parallel structure, a variety of complete, controlled sentences, commas, semicolons, and colons, and consults references to resolve complex issues.</p> <p>The Basic student shows partial command of standard English grammar and usage in writing, including errors in parallel structure, lack of variety in sentence structures, and inconsistent comma, semicolon, and colon use, and makes minimal use of references to improve writing.</p> <p>The Below Basic student shows minimal command of standard English grammar and usage in writing, including errors in parallel structure, lack of variety in sentence structures, and incorrect comma, semicolon, and colon use, and makes minimal use of references to improve writing.</p>

Domain	Grades 9-10	Grades 11-12
<b>Writing Process and Production</b>		
<b>x.WP.1</b>	<b>9-10.WP.1</b> Introduce a clear question, problem, or topic and establish an organization that aligns with the purpose and task of the writing, appropriate to the genre.	<b>11-12.WP.1</b> Introduce a complex question, problem, or topic and establish an organization that aligns with the purpose and task of the writing, appropriate to the genre.
<b>PLDs</b>	<p>The Advanced student introduces a complex question, problem, or topic and establishes an organization that aligns with the purpose and task of the writing, appropriate to the genre.</p> <p>The Proficient student introduces a clear question, problem, or topic and establishes an organization that aligns with the purpose and task of the writing, appropriate to the genre.</p> <p>The Basic student introduces a question, problem, or topic but the writing lacks clarity and the organization is inconsistently connected to the purpose and task of the writing.</p> <p>The Below Basic student introduces a question, problem, or topic but the writing lacks clarity, and the organization is not connected to the purpose and task of the writing.</p>	<p>The Advanced student compellingly introduces a complex question, problem, or topic, establishing a sophisticated and purposeful organizational structure that strategically and effectively fulfills the complex demands of the task and genre.</p> <p>The Proficient student introduces a complex question, problem, or topic and establishes an organization that aligns with the purpose and task of the writing, appropriate to the genre.</p> <p>The Basic student introduces a question, problem, or topic, but the organization is inconsistently connected to the purpose and task of the writing.</p> <p>The Below Basic student introduces a question, problem, or topic but the writing lacks clarity, and the organization is not connected to the purpose and task of the writing.</p>
<b>x.WP.2</b>	<b>9-10.WP.2</b> Develop and support ideas, considering the audience's knowledge, concerns, and biases appropriate to the genre. Use evidence and/or details and enhance the writing with techniques like pacing and description.	<b>11-12.WP.2</b> Develop and support ideas with balanced consideration of different perspectives, considering the audience's knowledge, concerns, and biases appropriate to the genre. Use evidence and/or details and enhance the writing with techniques like pacing and description.
<b>PLDs</b>	<p>The Advanced student insightfully develops complex ideas by deeply considering audience knowledge and biases or through sophisticated genre awareness, skillfully integrating facts, details, and examples, while enhancing the writing with techniques like pacing and description.</p> <p>The Proficient student develops and supports ideas, considering the audience's knowledge, concerns, and biases appropriate to the genre, using facts, details, and examples, while enhancing the writing with techniques like pacing and description.</p> <p>The Basic student develops ideas with inconsistent audience or genre awareness, provides insufficient facts, details, or examples, and applies techniques like pacing or description inconsistently.</p> <p>The Below Basic student struggles to develop ideas, displays limited audience or genre awareness, uses irrelevant facts, details, or examples, and does not apply techniques like pacing or description.</p>	<p>The Advanced student insightfully develops nuanced ideas by deeply considering different audience perspectives, knowledge, and biases and shows sophisticated genre awareness, skillfully integrating facts, details, and examples, while enhancing the writing with creative techniques.</p> <p>The Proficient student develops and supports ideas with balanced consideration of different perspectives, considering the audience's knowledge, concerns, and biases appropriate to the genre, using significant facts, details, and examples, and enhancing the writing with techniques like pacing and description.</p> <p>The Basic student develops and supports ideas with insufficient audience or genre awareness, facts, details, or examples, and applies limited writing techniques.</p> <p>The Below Basic student struggles to develop ideas, displays limited audience or genre awareness, uses irrelevant facts, details, or examples, and applies minimal writing techniques.</p>



Domain	Grades 9-10	Grades 11-12
<b>x.WP.3</b>	<b>9-10.WP.3</b> Create cohesion through the use of a variety of words, phrases, clauses, and transitions to enhance the audience's understanding appropriate to the genre.	<b>11-12.WP.3</b> Create cohesion through the use of a variety of words, syntax, and complex transitions to enhance the audience's understanding appropriate to the genre to achieve a specific outcome.
<b>PLDs</b>	<p>The Advanced student skillfully crafts cohesion using intentional words, phrases, clauses, and transitions to shape audience understanding with deep genre awareness.</p> <p>The Proficient student creates cohesion through the use of a variety of words, phrases, clauses, and transitions to enhance the audience's understanding appropriate to the genre.</p> <p>The Basic student creates cohesion through the use of simple or repetitive words, phrases, clauses, and transitions to enhance the audience's understanding appropriate to the genre.</p> <p>The Below Basic student fails to create cohesion through words, phrases, clauses or transitions.</p>	<p>The Advanced student skillfully crafts cohesion using precise words, syntax, and complex transitions chosen to shape audience understanding with deep genre awareness aligned to a specific outcome.</p> <p>The Proficient student creates cohesion through the use of a variety of words, syntax, and complex transitions to enhance the audience's understanding appropriate to the genre to achieve a specific outcome.</p> <p>The Basic student creates cohesion through the use of simple or repetitive words, syntax, and transitions to enhance the audience's understanding appropriate to the genre to achieve a specific outcome.</p> <p>The Below Basic student fails to create cohesion through the use of simple or repetitive words, syntax, and transitions to enhance the audience's understanding appropriate to the genre to achieve a specific outcome.</p>
<b>x.WP.4</b>	<b>9-10.WP.4</b> Maintain a specific style and tone appropriate to audience, genre, purpose, and task including subject-specific vocabulary.	<b>11-12.WP.4</b> Maintain a specific style and tone appropriate to audience, genre, purpose, and task including precise, vivid language and subject-specific vocabulary.
<b>PLDs</b>	<p>The Advanced student consistently maintains a sophisticated style and tone appropriate to audience, genre, purpose, and task, skillfully integrating subject-specific vocabulary.</p> <p>The Proficient student maintains a specific style and tone appropriate to audience, genre, purpose, and task, including subject-specific vocabulary.</p> <p>The Basic student employs an inconsistent style and/or tone appropriate to audience, genre, purpose and task, including subject-specific vocabulary.</p> <p>The Below Basic student does not use an appropriate style and/or tone as it relates to audience, genre, purpose, and task, and/or uses limited subject-specific vocabulary.</p>	<p>The Advanced student consistently maintains a sophisticated style and tone appropriate to audience, genre, purpose, and task, skillfully integrating precise, vivid language and subject-specific vocabulary.</p> <p>The Proficient student maintains a specific style and tone appropriate to audience, genre, purpose, and task, including precise, vivid language and subject-specific vocabulary.</p> <p>The Basic student employs an inconsistent style and/or tone appropriate to audience, genre, purpose and task, including subject-specific vocabulary.</p> <p>The Below Basic student does not use an appropriate style and/or tone as it relates to audience, genre, purpose, and task, and/or uses limited subject-specific vocabulary.</p>
<b>x.WP.5</b>	<b>9-10.WP.5</b> Conclude the writing in a manner that supports and reflects on the ideas or experiences presented.	<b>11-12.WP.5</b> Conclude the writing in a manner that supports and reflects on the ideas or experiences presented.
<b>PLDs</b>	<p>The Advanced student provides a purposeful, clear, and insightful resolution or conclusion, appropriate to genre, that supports and reinforces the ideas or experiences presented in the writing.</p> <p>The Proficient student concludes the writing in a manner that supports and reflects on the ideas or experiences presented.</p> <p>The Basic student concludes the writing in a manner that minimally supports and reflects on the ideas or experiences presented.</p> <p>The Below Basic student provides a concluding statement that is unclear or unrelated to the ideas or experiences presented in the writing.</p>	<p>The Advanced student provides a compelling and insightful resolution or conclusion, appropriate to genre, that supports and reinforces the ideas or experiences presented in the writing.</p> <p>The Proficient student concludes the writing in a manner that supports and reflects on the ideas or experiences presented.</p> <p>The Basic student concludes the writing in a manner that minimally supports and reflects on the ideas or experiences presented.</p> <p>The Below Basic student provides a concluding statement that is unclear or unrelated to the ideas or experiences presented in the writing.</p>

Domain	Grades 9-10	Grades 11-12
<b>x.WP.6</b>	<b>9-10.WP.6</b> Conduct short and extensive research projects to support inquiry or solve a problem; use a mix of print and digital sources; assess the credibility, validity, and usefulness of each source in answering the research question; integrate/synthesize information into the text to maintain flow of ideas, avoid plagiarism and follow a standard citation format.	<b>11-12.WP.6</b> Conduct both short and extensive research projects to answer questions or solve problems, including self-generated questions. Use a mix of credible print and digital sources, and adjust the search as needed. Use advanced searches effectively for reliability and relevance, and integrate relevant information smoothly while avoiding plagiarism. Cite sources correctly following a standard citation format.
<b>PLDs</b>	<p>The Advanced student conducts short and extensive research projects to support independent inquiry or solve a problem; uses a calculated mix of print and digital resources; skillfully discerns the credibility, validity, and usefulness of each source; seamlessly integrates/synthesizes information to maintain flow of ideas, avoid plagiarism and follow a standard citation format.</p> <p>The Proficient student conducts short and extensive research projects to support inquiry or solve a problem; uses a mix of print and digital sources; assesses the credibility, validity, and usefulness of each source in answering the research question; integrates/synthesizes information into the text to maintain flow of ideas, avoid plagiarism and follow a standard citation format.</p> <p>The Basic student conducts short and extensive research projects to answer a question; uses a mix of print and digital sources; may inconsistently assess the credibility, validity, and usefulness of each source in answering the research question; includes information from sources, avoids plagiarism and may inconsistently follow a standard citation format.</p> <p>The Below Basic student conducts short research projects to answer a question; may over-rely on a single source; inaccurately assesses the credibility, validity, and usefulness of sources; commits plagiarism and/or inconsistently follows a standard citation format.</p>	<p>The Advanced student conducts both short and extensive research projects to answer questions or solve problems, including nuanced self-generated questions; locates and critically evaluates a mix of credible print and digital sources, refining the search as needed, to curate a body of evidence/knowledge; seamlessly integrates and synthesizes information; cites sources following a standard citation format while avoiding plagiarism.</p> <p>The Proficient student conducts both short and extensive research projects to answer questions or solve problems, including self-generated questions; uses a mix of credible print and digital sources, and adjusts the search as needed; uses advanced searches effectively for reliability and relevance and integrate relevant information smoothly while avoiding plagiarism; cites sources correctly following a standard citation format.</p> <p>The Basic student conducts both short and extensive research projects to answer a question or solve a problem, including a self-generated question; uses a mix of print and digital sources but may not effectively adjust the search as needed; finds and uses reliable and relevant sources; includes information from sources, avoids plagiarism and may inconsistently follow a standard citation format.</p> <p>The Below Basic student conducts short and extensive research projects to answer a question or solve a problem; uses a mix of print and digital sources, but may over-rely on a single source; inaccurately assesses the credibility, validity, and usefulness of sources; commits plagiarism and/or inconsistently follows a standard citation format.</p>

Domain	Grades 9-10	Grades 11-12
Vocabulary Acquisition and Use		
Vocabulary Acquisition and Use		
<p><b>x.VA.1</b>      <b>9-10.VA.1</b> Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical 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>PLDs</b></p> <p>The Advanced student determines the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; provides a sophisticated evaluation of how they interact to shape meaning and tone.</p> <p>The Proficient student determines the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyzes 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>The Basic student determines the meaning of words and phrases as they are used in the text, including basic figurative, connotative and technical meanings; provides a description of meaning or tone without connections to specific word choices.</p> <p>The Below Basic student recognizes the basic meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; may provide a description of meaning or tone without connections to specific word choices.</p>	<p><b>11-12.VA.1</b> Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and lyrical language.</p> <p>The Advanced student determines the meaning of nuanced words and phrases as they are used in the text, including figurative, connotative and technical meanings; provides a sophisticated evaluation of how they interact to strategically shape tone, clarify or complicate meaning, and enhance the reader's engagement or interpretation of a text, including lyrical language and words with multiple meanings.</p> <p>The Proficient student determines the meaning of words and phrases as they are used in the text, including figurative, technical, and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including lyrical language and words with multiple meanings.</p> <p>The Basic student determines the meaning of words and phrases as they are used in the text, including basic figurative, connotative and technical meanings; describes the general impact of word choice on meaning and tone.</p> <p>The Below Basic student recognizes the basic meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; may provide a description of how word choice impacts meaning or tone.</p>
<p><b>x.VA.2</b>      <b>9-10.VA.2</b> Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases choosing flexibly from a range of strategies, including applying knowledge of morphology.</p>	<p><b>PLDs</b></p> <p>The Advanced student efficiently, consistently, and accurately uses their knowledge of language and morphology to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content.</p> <p>The Proficient student determines and/or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including applying knowledge of morphology.</p> <p>The Basic student, given a strategy, determines and/or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content.</p> <p>The Below Basic student, given a strategy, struggles to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content without additional support.</p>	<p><b>11-12.VA.2</b> Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases choosing flexibly from a range of strategies, including applying knowledge of morphology.</p> <p>The Advanced student efficiently, consistently, and accurately uses their knowledge of language and morphology to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content.</p> <p>The Proficient student determines and/or clarifies the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies, including applying knowledge of morphology.</p> <p>The Basic student, given a strategy, determines and/or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content.</p> <p>The Below Basic student, given a strategy, struggles to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content without additional support.</p>

Domain	Grades 9-10	Grades 11-12
<b>x.VA.3</b>	<b>9-10.VA.3</b> Determine and/or clarify the meaning of general academic and subject-specific words and phrases; accurately and effectively use general academic and subject-specific vocabulary in speaking and writing.	<b>11-12.VA.3</b> Determine and/or clarify the meaning of general academic and subject-specific words and phrases; accurately and effectively use general academic and subject-specific vocabulary in speaking and writing.
<b>PLDs</b>	<p>The Advanced student determines and/or clarifies the meaning of advanced academic and subject-specific words and phrases; skillfully and purposefully uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Proficient student determines and/or clarifies the meaning of general academic and subject-specific words and phrases; accurately and effectively uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Basic student determines and/or clarifies the meaning of most general academic and subject-specific words and phrases; mostly uses general academic and subject-specific vocabulary appropriately in speaking and writing.</p> <p>The Below Basic student inconsistently determines and/or clarifies the meaning of general academic and subject-specific words and phrases; inaccurately uses general academic and subject-specific vocabulary in speaking and writing.</p>	<p>The Advanced student determines and/or clarifies the meaning of advanced academic and subject-specific words and phrases; skillfully and purposefully uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Proficient student determines and/or clarifies the meaning of general academic and subject-specific words and phrases; accurately and effectively uses general academic and subject-specific vocabulary in speaking and writing.</p> <p>The Basic student determines and/or clarifies the meaning of most general academic and subject-specific words and phrases; mostly uses general academic and subject-specific vocabulary appropriately in speaking and writing.</p> <p>The Below Basic student inconsistently determines and/or clarifies the meaning of general academic and subject-specific words and phrases; inaccurately uses general academic and subject-specific vocabulary in speaking and writing.</p>
<b># standards</b>	<b>18</b>	<b>17</b>