

RISING 1ST

COMPREHENSION SKILLS

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- 110.2.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- 110.2.5.G Evaluate details to determine what is most important with adult assistance.

MULTIPLE GENRES

Listening, speaking, reading, writing, and thinking using multiple texts – literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- 110.2.7.B Identify and describe the main character(s).

MULTIPLE GENRES

Listening, speaking, reading, writing, and thinking using multiple texts – genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- 110.2.8.D Recognize characteristics and structures of informational text, including:
 - i. the central idea and supporting evidence with adult assistance;
 - ii. titles and simple graphics to gain information; and
 - iii. the steps in a sequence with adult assistance.



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RISING 2ND

COMPREHENSION SKILLS

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- 110.3.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- 110.3.6.F Make inferences and use evidence to support understanding with adult assistance.
- 110.3.6.H Synthesize information to create new understanding with adult assistance.
- 110.3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance.

RISING 3RD

COMPREHENSION SKILLS

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- 110.4.6.F Make inferences and use evidence to support understanding.
- 110.4.6.G Evaluate details read to determine key ideas.

RESPONSE SKILLS

Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- 110.4.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.



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MULTIPLE GENRES

Listening, speaking, reading, writing, and thinking using multiple texts – literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

110.4.8.B Describe the main character’s (characters’) internal and external traits.

RISING 4TH

COMPREHENSION SKILLS

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

110.5.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.

110.5.6.E Make connections to personal experiences, ideas in other texts, and society.

110.5.6.F Make inferences and use evidence to support understanding.

110.5.6.H synthesize information to create new understanding.

MULTIPLE GENRES

Listening, speaking, reading, writing, and thinking using multiple texts – literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

110.5.8.C Analyze plot elements, including the sequence of events, the conflict, and the resolution.

110.5.8.A Infer the theme of a work, distinguishing theme from topic.

110.5.8.B Explain the relationships among the major and minor characters.



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AUTHOR'S PURPOSE AND CRAFT

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

110.5.10.B Explain how the use of text structure contributes to the author's purpose.

MULTIPLE GENRES

Listening, speaking, reading, writing, and thinking using multiple texts — genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

110.5.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

110.5.9.D Recognize characteristics and structures of informational text, including:

- i. the central idea with supporting evidence;
- ii. features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
- iii. organizational patterns such as cause and effect and problem and solution.



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RISING 5TH

COMPREHENSION SKILLS

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- 110.6.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- 110.6.6.F Make inferences and use evidence to support understanding.
- 110.6.6.G Evaluate details read to determine key ideas.
- 110.6.6.H Synthesize information to create new understanding.

DEVELOPING AND SUSTAINING FOUNDATIONAL LANGUAGE SKILLS

Listening, speaking, reading, writing, and thinking – vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- 110.6.3.B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

MULTIPLE GENRES

Listening, speaking, reading, writing, and thinking using multiple texts – literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- 110.6.8.A Infer basic themes supported by text evidence.
- 110.6.8.C Analyze plot elements, including the rising action, climax, falling action, and resolution.



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RISING 6TH

MULTIPLE GENRES

Listening, speaking, reading, writing, and thinking using multiple texts – literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- 110.7.8.D Analyze the influence of the setting, including historical and cultural settings, on the plot.
- 110.7.8.B Analyze the relationships of and conflicts among the characters.
- 110.7.8.C Analyze plot elements, including rising action, climax, falling action, and resolution.
- 110.7.8.A Infer multiple themes within a text using text evidence.

AUTHOR'S PURPOSE AND CRAFT

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- 110.7.10.A Explain the author's purpose and message within a text.
- 110.7.10.B Analyze how the use of text structure contributes to the author's purpose.

MULTIPLE GENRES

Listening, speaking, reading, writing, and thinking using multiple texts – genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- 110.7.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales.



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- 110.7.9.D Recognize characteristics and structures of informational text, including:
- i. the central idea with supporting evidence;
 - ii. features such as insets, timelines, and sidebars to support understanding; and
 - iii. organizational patterns such as logical order and order of importance.
- 110.7.9.E Recognize characteristics and structures of argumentative text by:
- i. identifying the claim;
 - ii. explaining how the author has used facts for or against an argument; and
 - iii. identifying the intended audience or reader.

RISING 7TH

RESPONSE SKILLS

Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- 110.22.6.B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.
- 110.22.6.C Use text evidence to support an appropriate response.
- 110.22.6.G Discuss and write about the explicit or implicit meanings of text.
- 110.22.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.

MULTIPLE GENRES

Listening, speaking, reading, writing, and thinking using multiple texts — literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- 110.22.7.A Infer multiple themes within and across texts using text evidence.



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- 110.22.7.B Analyze how the characters' internal and external responses develop the plot.
- 110.22.7.C Analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.

AUTHOR'S PURPOSE AND CRAFT

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- 110.22.9.A Explain the author's purpose and message within a text.
- 110.22.9.B Analyze how the use of text structure contributes to the author's purpose.
- 110.22.9.D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
- 110.22.9.C Analyze the author's use of print and graphic features to achieve specific purposes.

RISING 8TH

RESPONSE SKILLS

Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- 110.23.6.B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.
- 110.23.6.C Use text evidence to support an appropriate response.
- 110.23.6.G Discuss and write about the explicit or implicit meanings of text.
- 110.23.6.I Reflect on and adjust responses as new evidence is presented.



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MULTIPLE GENRES

Listening, speaking, reading, writing, and thinking using multiple texts — literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- 110.23.7.A Infer multiple themes within and across texts using text evidence.
- 110.23.7.B Analyze how characters' qualities influence events and resolution of the conflict.
- 110.23.7.D Analyze how the setting influences character and plot development.

AUTHOR'S PURPOSE AND CRAFT

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- 110.23.9.B Analyze how the use of text structure contributes to the author's purpose.
- 110.23.9.C Analyze the author's use of print and graphic features to achieve specific purposes.
- 110.23.9.E Identify the use of literary devices, including subjective and objective point of view.

RISING 9TH

KEY IDEAS AND DETAILS

- 110.24.5.F Make inferences and use evidence to support understanding.
- 110.24.5.F Evaluate details read to determine key ideas.

RESPONSE SKILLS

Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:



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- 110.24.6.C Use text evidence to support an appropriate response.
- 110.24.6.G Discuss and write about the explicit or implicit meanings of text.
- 110.24.6.J Defend or challenge the authors' claims using relevant text evidence.

MULTIPLE GENRES

Listening, speaking, reading, writing, and thinking using multiple texts — literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- 110.24.7.A Analyze how themes are developed through the interaction of characters and events.
- 110.24.7.B Analyze how characters' motivations and behaviors influence events and resolution of the conflict.

AUTHOR'S PURPOSE AND CRAFT

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- 110.24.9.A Explain the author's purpose and message within a text.
- 110.24.9.D Describe how the author's use of figurative language such as extended metaphor achieves specific purposes.
- 110.24.9.E Identify and analyze the use of literary devices, including multiple points of view and irony.



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