Library Curriculum

West Essex Elementary Consortium

Preschool-6

Roseland, NJ

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Appendices

    A. Common Core Standards (CCS) for English Language Arts
       http://www.corestandards.org/ELA-Literacy/

       http://www.corestandards.org/assets/CCSSI___ELA%20Standards.pdf

    B. Information Literacy Standards for the 21[1] Century Learner

    C. New Jersey Core Curriculum Standards (CCSS) for Technology

MISSION STATEMENT

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information.

This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats.

- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information ideas.

- Collaborating with other educators to design learning strategies to meet the needs of individual students.

- Teaching students to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

- Supporting the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and stressing critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

- Supporting the current Common Core State Standards for Technology.

PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The broad goal of the library media center-and, therefore, the foundation of the curriculum-is to be a place where students, teachers and parents can, with the guidance of the certified library media specialist, access information and pursue ideas. The Core Curriculum Standards consider the library media center to be the hub of all information resources, be they print or electronic in format. These goals are realized through a sequentially developed curriculum of literature enrichment, information literacy skills, and technology. The students and members of the educational community have access to the school library media center.

In the twenty-first century, acquiring information literacy skills and a commitment for lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of curriculum and the challenges of the future.

A library media program does not exist in isolation. The school library media specialist works in collaborative partnership with students, teachers, administrators, Board of Education members, and the school community. Through collaboration, the library media program also incorporates the goals and objectives of the *Core Curriculum Standards* (CCS) and the *Standards for the 21st Century Learner,* as prepared by the American Association of School Librarians (AASL).
Common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

MATERIALS SELECTION POLICY

Responsibility

The library media specialist is responsible for the evaluation and selection of material in consultation with the building principal. Final authority for distribution of funds rests with the building principal under the direction of the superintendent. Suggestions for purchases are encouraged from all sources including teachers, department coordinators, curriculum supervisors, administrators, students and members of the public.

Principles of Evaluation and Selection

I.   Library media specialists should select materials having these elements of quality:
   A. Permanent or timely value
   B. Accuracy
   C. Authority
   D. Clear presentation, readability, and popular appeal
   E. Format-- substantial binding and paper, clear print, clean graphics

II.   Factors influencing selection are:
   A. Curriculum
   B. Reading interests and abilities of students
   C. Background and maturity of students
   D. Need to develop a balanced collection
   E. literary value
   F. Size of the budget
   G. Need for multiple copies

III.   Books and other materials should appear with a favorable designation in one or more of the recognized reviewing tools unless it is possible to examine and evaluate them carefully before purchase. Examples of reviewing tools are *Booklist, Schaal Library Journal,* and *Follett Titlewave.*

IV.   Materials selected should be free of sexual bias and accurately reflect all religious, social, political, and ethnic groups and their contributions to the American heritage, as well as a knowledge and appreciation of global history and culture.

V.   The library media center welcomes gifts of books and other materials provided that:
   A. they meet the same standards of selection as those applied to original purchases
   B. they can be integrated into the general library media collection
   C. the library media center may offer the gift to another library or institution
   D. the library media center may dispose of the gift at its discretion

VI.   Worn or missing standard items should be disposed of in accordance with District Policy and should be replaced if the items continue to meet the selection guidelines.

VII.   No longer useful materials should be withdrawn from the collection. Materials will be examined on a continuous basis for the purpose of identifying items to be withdrawn. Factors influencing the decision to withdraw include: curricular needs, age, condition, accuracy of information, circulation history, suitability to student population served.

SCOPE AND SEQUENCE
COURSE OUTLINE

Key: l=lntroduce   R=Reinforce   A=App/y   *N=Not applicable*
The students in grades Preschool – 6 will be able to:

I. ORIENTATION

Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6
A. Demonstrate appropriate media center behavior.	I	I	R	R	R	R	R	R
B. Utilize circulation procedures efficiently and effectively	I	I	R	R	R	A	A	A
C. Demonstrate care of materials.	I	I	I	R	R	A	A	A
D. Identify, locate, select, and understand purpose of materials.								
1. Easy/Picture books (alphabetical order)	I	I	R	R	A	N	N	N
2. Fiction (alphabetical order by author)				I	I	R	R	A
3. Nonfiction (numerical order)				I	I	R	R	R	R
4. Biography (alphabetical order by subject)				I	I	R	R	R	R
5. Periodicals: Print				I	R	R	R	R	R
6. Periodicals: Electronic					I	I	R	R	R

SCOPE AND SEQUENCE

COURSE OUTLINE

Key: /=Introduce   R=Reinforce   A=Apply   N=Not applicable

The students in grades Preschool – 6 will be able to:

II. BOOKS

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Identify, locate, utilize parts of a book.								
1. CovE;JJ / Dust jacket		I	R	R	A	A	A	A
2. Title		I	R	A	A	A	A	A
3. Author (s) and Illustrator (s)		I	R	R	A	A	A	A
4. Spine, label, Call Number		I	R	R	A	A	A	A
5. Title page		I	I	R	R	R	A	A
6. Publisher/Place of Publication/Copyright date and page		I	I	I	I	R	A	A
7. Dedication			I	I	R	R	A	A
8. Preface/Forward/1ntro/Afterword						I	I	R	R
9. Table of Contents; Index			I	I	R	R	A	
10. Glossary				I	R	R	A	A
11. Appendix					I	R	R	A
12. Bibliography			I	I	I	I	R	R
B. Understand that fiction and nonfiction books can be used as resources for recreational reading.	I	I	I	R	R	A	A	A
C. Understand that all libraries provide a diverse collection of information presenting many viewpoints.						I	I	I

SCOPE AND SEQUENCE
COURSE OUTLINE

Key: I=lntroduce   R=Reinforce   A=Apply   N=Not applicable
The students in grades Preschool- 6 will be able to:

III. TECHNOLOGICAL RESOURCES

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Understand and utilize the Online Public Access Catalog (OPAC) operations.								
1. Basic search					I	I	R	R
a. By author, title, subject, keyword				I	I	R	R	A
2. Advanced Search--Boolean							I	I
3. Assessment of search technique								
a. Selection of Record				I	I	I	R	R
b. Interpretation of record				I	I	I	R	R
B Classification Systems								
1. Dewey Decimal System (DOC)								
a. Locates materials using DOC b. Purpose of the system					I	R	R	R
C. Understand and utilize the internet			I	I	R	A	A	A
Develop a common evaluation tool. 1. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively). Evaluate bias, point of view.							I	I
2. Search Strategies						I	I	R

SCOPE AND SEQUENCE
COURSE OUTLINE

Key: /=Introduce   R=Reinforce   A=Apply   N=Not applicable
The students in grades Preschool – 6 will be able to:

IV. LITERATURE APPRECIATION

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Genre (Fiction, graphic lit, short stories, Mystery etc.)		I	I	I	R	R	A	A
B. Literary Awards		I	I	R	R	A	A	A
C. Story Elements (characters, plot, setting, etc.)	I	I	I	R	R	A	A	A
D. Author Study (purpose, style, background)		I	I	I	R	R	A	A
E. Interpretation			I	I	R	R	A	A
F. Recognize point of view								
1. First person				I	I	R	A	A
2. Third Person					I	I	R	R
G. Respond to Literature Creatively (through movement, art, music, presentations, and drama).	I	I	I	R	R	A	A	A
H. Respond to Literature through Discussion	I	I	R	R	R	R	A	A
1. Retelling (fiction, non-fiction, multimedia)	I	I	R	R	R	R	A	A
I. Figurative Language					I	I	R	R
J. Poetry	I	I	I	R	R	A	A	A
K. Inferences					I	I	I	R
1. Text to Self Connections	I	I	I	R	R	A	A	A
2. Text to Text Connections		I	I	I	R	R	R	A
3. Text to World Connections				I	I	R	R	R
L. Critical Reading/Thinking (cause/effect, compare/contrast, predictions) in fiction, non-fiction, and media	I	I	I	R	R	R	R	R

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The students in grades Preschool – 6 will be able to:

V. INQUIRY & RESEARCH

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Inquiry Process								
1. Introduction to Non-fiction		I	I	I	R	R	A	A
a. Central Idea and Details		I	I	I	I	I	I	I
b. Point of view & bias in informational text					I	I	I	I
c. Fact vs. Opinion					I	I	I	R
d. Summary and Critique						I	I	I
2. Ask and explore questions related to a topic.	I	I	I	I	R	R	R	A
3. Draw conclusions from information and data gathered from multiple sources			I	I	R	R	R	A
4. Demonstrate familiarity with a variety of resources for information			I	I	R	R	R	A
5. Understand, identify, and apply steps in research process (note-taking, outlining, etc.)					I	I	R	R
B. Online Databases,Nonprint reference					I	I	I	R	R
C. Reference: Identify, locate, select, and utilize dictionaries, almanacs, atlases, encyclopedias					I	R	R	A	A

SCOPE AND SEQUENCE
COURSE OUTLINE

Key: I=Introduce   R=Reinforce   A=Apply   N=Not applicable
The students in grades Preschool – 6 will be able to:

VI. INTELLECTUAL PROPERTY

Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6
1. Guidelines for all media and print						I	I	I
2. Bibliography and citations					I	I	R	R

LIBRARY CURRICULUM
APPENDIX A

CCS Language Arts Standards

L = Conventions of Standard English

RI =Reading Standards for Informational Text

RL = Reading Standards for Literature

RF =Reading Standards Foundational Skills

SL = Speaking and Listening Standards

W = Writing Standards

— **Fairfield School District**   a 111Jaf BcEJ'11   **Janet Goodman**

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Standard	Strand	Grades	Index	CPI Description
!iii Language Standards	Conventions of Standard English	K	K.L.Ol.A	Print many upper-and lowercase letters.
[.il Language Standards	Conventions of Standard English	K	K.L.Ol.B	Use frequently occurring nouns and verbs.
Language Standards	Conventions of Standard English	K	K.L.Ol.C	Form regular plural nouns orally by adding sores (e.g.dogdogswlshwish es).
Language Standards	Conventions of Standard English	K	K.L.Ol.D	Understand and use question words(interrogatives) (e.g.whowhatwherewhenwhyhow).
l!ij Language Standards	Conventions of Standard English	K	K.L.O I.E	Use the most frequently occurring prepositions (e.g.tofromlnoutonoffforofbywith).
lli1! Language Standards	Conventions of Standard English	K	K.L.Ol.F	Produce and expand complete sentences in shared language activities.
Language Standards	Conventions of Standard English	K	K.L.2.A	Capitalize the first word in a sentence and the pronoun I.
Language Standards	Conventions of Standard English	K	K.L.2.B	Recognize and name end punctuation.
Language Standards	Conventions of Standard English	K	K.L.2.C	Write a letter or letters for most consonant and short-vowel sounds(phonemes).
I$IJ · Language Standards	Conventions of Standard English	K	K.L.2.D	Spell simple words phonetically drawing on knowledge of sound-letter relationships.
(;;3 · Language Standards	Knowledge of Language	K	K.L.03	(Begins in grade 2)
l];;iJ Language Standards	Vocabulary Acquisition and Use	K	K.L.4.A	Identify new meanings for familiar words and apply them accurately (e.g. knowing duck Is a bird and learning the verb to duck).
Iilli Language Standards	Vocabulary Acquisition and Use	K	K.L.4.B	Use the most frequently occurring inftections and affixes(e.g. -ed -s re- un- pre- -ful -less) as a clue to the meaning of an unknown word).
ijl Language Standards	Vocabulary Acquisition and Use	K	K.L.OS.A	Sort common objects into categories (e.g. shapes foods) to gain a sense of the concepts the categories represent.
i;ll Language Standards	Vocabulary Acquisition and Use	K	K.L.OS.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
(Ifj Language Standards	Vocabulary Acquisition and Use	K	K.L.OS.C	Identify real-life connections between words and their use (e.g. note places at school that are colorful).
. ti!l Language Standards	Vocabulary Acquisition and Use	K	K.L.OS.D	Distinguish shades of meaning among verbs describing the same general action (e.g. walk march strut prance) by acting out the meanings.
Iilli Language Standards	Vocabulary Acquisition and Use	K	K.L.06	Use words and phrases acquired through conversations reading and being read to and responding to texts.

iii	Reading Standards for Informational Text	Key Ideas and Details	K	K.RI.OI	With prompting and support ask and answer questions about key details in a text.
ii	Reading Standards for Informational Text	Key Ideas and Details	K	K.RI.02	With prompting and support Identify the main topic and retell key details of a text.
liiil	Reading Standards for Informational Text	Key Ideas and Details	K	K.RI.03	With prompting and support describe the connection between tw.o, in.dl\<iduals ,events ideas or pieces of Information in a text.
l!:ll	Reading Standards for Informational Text	Craft and Structure	K	K.RI.04	With prompting and support ask and answer questions about unknown words In a text.
riJ	Reading Standards for Informational Text	Craft and Structure	K	K.RI.OS	Identify the front cover back cover and title page of a book.
Gll	Reading Standards for Informational Text	Craft and Structure	K	K.RI.06	Name the author and Illustrator of a text and define the role of each in presenting the ideas or information in a text.
fiiJ	Reading Standards for Informational Text	Integration of Knowledge and Ideas	K	K.RI.07	With prompting and support describe the relationship between illustrations and the text In which they appear (e.g. what person place thing or Idea in the text an illustration depicts).
liiil	Reading Standards for Informational Text	Integration of Knowledge and Ideas	K	K.RI.OS	With prompting and support Identify the reasons an author gives to support points in a text.
lilil	Reading Standards for Informational Text	Integration of Knowledge and Ideas	K	K.RI.09	With prompting and support identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations descriptions or procedures).
l[jJ	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	K	K.RI.IO	Actively engage in group reading activities with purpose and understanding.
fil	Reading Standards for Literature	Key Ideas and Details	K	K.RL.O	With. prompting and support ask and answ.er questions about key details in a text.
liiili	Reading Standards for Literature	Key Ideas and Details	K	K.RL.02	With prompting and support retell familiar stories including key details.
	Reading Standards for Literature	Key Ideas and Details	K	K.RL.03	With prompting and support identify characters settings and major events in a story.
iii	Reading Standards for Literature	Craft and Structure	K	K.RL04	Ask and answer questions about unknown words in a text.
	Reading Standards for L1terature	Craft and Structure	K	K.RL.OS	Recognize common types of texts (e.g. storybooks poems).
ii	Reading Standards	Craft and	K	K.RL.06	With prompting and support name the author and illustrator of a

for Literature Structure   story and define the role of each in telling the story.

Reading Standards for Literature	Integration of Knowledge and Ideas	K	K.RL.07	With prompting and support describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).
Reading Standards for Literature	Integration of Knowledge and Ideas	K	K.RL.09	With prompting and support compare and contrast the adventures and experiences of characters in familiar stories.
,, Reading liijl Standards for Literature	Range of Reading and LevelofText Complexity	K	K.RL.10	Actively engage in group reading activities with purpose and understanding.
lill Reading Standar s FoundatiOnal Skills	Print Concepts	K	K.RF.Ol.A	Follow words from left to right top to bottom and page by page.
iill Reading Standards Foundational Skills	Print Concepts	K	K RF.01.8	Recognize that spoken words are represented In written language by specific sequences of letters.
Reading Standards Foundational Skills	Pnnt Concepts	K	K.RF.Ol.C	Understand that words are separated by spaces In print.
Reading Standards Foundational Skills	Print Concepts	K	K.RF.Ol.D	Recognize and name all upper- and lowercase letters of the alphabet.
li:il Reading Standards Foundational Skills	Phonological Awareness	K	K.RF.02.A	Recognize and produce rhyming words
Reading Standards Foundational Skills	Phonological Awareness	K	K.RF.02.B	Count pronounce blend and seg,ment syllables In spoken words.
iilj Reading Standards Foundational Skills	Phonologica I Awareness	K	K RF.02.C	Blend and segment onsets and rimes of single-syllable spoken words.
iii! Reading Standards Foundational Skills	Phonological Awareness	K	K.RF.02.D	Isolate and pronounce the initial medial vowel and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent or CVC) words. (This does not include eves ending with I r or x.)
Reading Standards Foundational Skills	Phonological Awareness	K	K RF.02.E	Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.
lllll Reading Standards Foundational Skills	Phonics and Word Recognition	K	K.RF.03.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
liil Reading Standards Foundational Skills	Phonics and Word Recognition	K	K.RF.03.B	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
i j Reading Standards F d t' IWord oun a lana Skills	Phon cs and Recognition	K	K.RF.0$_3$.C	Read common high-frequency words by sight (e.g. the of to you she my Is are do does).
iill Reading Standard u s Fo ndatlonal Skills	Phon cs and Word Recognition	K	K RF.03.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ
il Reading Standar s Foundational	Fluency	K	K.RF.04	Read emergent-reader texts with purpose and understanding.

Skills				
Speaking and Listening Standards	Comprehension and Collaboration	K	K.SL.OI.A	Follow agreed-upon rules for discussions (eg.Jistening to to others and taking turns speaking about the topics and texts under discussion).
Speaking and Listening Standards	Comprehension and Collaboration	K	K.S L.OI.B	Continue a conversation through multiple exchanges.
Speaking and Listening Standards	Comprehension and Collaboration	K	K.SL.02	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Speaking and Listening Standards	Comprehension and Collaboratlon	K	K.SL.03	Ask and answer questions In orderto seek help get information or clarify something that Is not understood.
Speaking and Listening Standards	Presentation of Knowledge and Ideas	K	K.SL.04	Describe familiar people places things and events and with prompting and support provide additional detail.
Speaking and Listening Standards	Presentation of Knowledge and Ideas	K	K.SL.OS	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Speaking and Listening Standards	Presentation of Knowledge and Ideas	K	K.SL.06	Speak audibly and express thoughts feelings and ideas clearly.
Writing Standards	Text Types and Purposes	K	K.W.OI	Use a combination of drawing dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is •..).
Writing Standards	Text Types and Purposes	K	K.W.02	Use a combination of drawing dictating and writing to compose Informativeexplanatory texts in which they name what they are writing about and supply some Information about the topic.
Writing Standards	Text Types and Purposes	K	K.W.03	Use a combination of drawing dictating and writing to narrate a single event or several loosely linked events tell about the events in the order in which they occurred and provide a reaction to what happened.
Writing Standards	Production and Distribution of Writing	K	K.W.OS	With guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.
Writing Standards	Production and Distribution of Writing	K	K.W.06	With guidance and support from adults explore a variety of digital tools to produce and publish writing including In collaboration with peers.
Writing Standards	Research to Build and Present Knowledge	K	K.W.07	Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).
Writing Standards	Research to Build and Present Knowledge	K	K.W .08	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

Use Checked StandimiS]

j! Fairfield School District 1\ iiiDITIIBa-4 **Janet Goodmah**

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Standards **IceS** T 1

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Standard	Strand	Grades	Index	CPI Description
O Language Standards	Conventions of Standard English	1	OI.L.OI.A	Print all upper-and lowercase letters.
1;;:] Language Standards	Conventions of Standard English	1	OI.L.OI.B	Use common proper and possessive nouns.
Language Standards	Conventions of Standard English	1	OI.L.OI.C	Use singular and plural nouns with matching verbs in basic sentences (e.g.He hops We hop).
!iLanguage Standards	Conventions of Standard English	1	OI.L.OI.D	Use personal possessive and indefinite pronouns (e.g. Ime my they them their anyone everything).
O Language Standards	Conventions of Standard English	1	01.L.01.E	Use verbs to convey a sense of past present and future (e.g. Yesterday Iwalked home Today Iwalk home Tomorrow Iwill walk home).
l[ll Language Standards	Conventions of Standard English	1	01.L.OI.F	Use frequently occurring adjectives.
Wij· Language Standards	Conventions of Standard English	1	OI.L.OI.G	Use frequently occurring conjunctions (e.g. and but or so because).
Qjjl Language Standards	Conventions of Standard English	1	OI.L.OI.H	Use determiners (e.g. articles demonstratives).
{@ll Language Standards	Conventions of Standard English	1	OI.L.OI.I	Use frequently occurring prepositions(e.g. during beyond toward).
Language Standards	Conventions of Standard English	1	01.L.01.J	Produce and expand complete simple and compound deciaritive interrogative imperativeand exclamatory sentences in response to prompts.
Language Standards	Conventions of Standard English	1	01.L.02.A	Capitalize dates and names of people.
O Language Standards	Conventions of Standard English	1	OI.L.02.B	Use end punctuation for sentences.
El Language Standards	conventions of Standard English	1	OI.L.02.C	Use commas in dates and to separate single words in a series.
g Language Standards	Conventions of Standard English	1	OI.L.02.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Language Standards	Conventions of Standard English	1	OI.L.02.E	Spell untaught words phonetically drawing on phonemic awareness and spelling conventions.
Language Standards	Knowledge of Language	1	01.L.03	(Begins in grade 2)
Language Standards	Vocabulary Acquisition and Use	1	OI.L.04.A	Use sentence-level context as a clue to the meaning of a word or phrase.
Ci!i Language Standards	Vocabulary Acquisition and Use	1	01.L.04.B	Use frequently occurring affixes as a clue to the meaning of a word.

I)	Language Standards	Vocabulary Acquisition and Use	1	OI.L.04.C	Identify frequently occurring root words (e.g. look) and their Inflectional forms (e.g. looks looked looking).
	Language Standards	Vocabulary Acquisition and Use	1	OI.L.OS.A	Sort words into categories (e.g. colors clothing) to gain a sense of concepts the categories represent.
	Language Standards	Vocabulary Acquisition and Use	1	OI.L.OS .B	Define words by category and by one or more key attributes (e.g. a duck is a bird that swims a tiger Is a large cat with stripes).
O	Language Standards	Vocabulary Acquisition and Use	1	OI.L.OS.C	Identify rea 1-llfe connections between words and their use (e.g. note places at home that are cozy).
Wl	Language Standards	Vocabulary Acquisition and Use	1	OI.L.OS.D	Distinguish shades of meaning among verbs differing in manner (e.g. look peek glance stare glare scowl) and adjectives differing in intensity (e.g. large gigantic) by defining or choosing them or by acting out the meanings.
Wl	Language Standards	Vocabulary Acquisition and Use	1	0 1.L.06	Use words and phrases acquired through conversations reading and being read to and responding to texts including using frequently occurring conjunctions to signal simple relationships (e.g. because).
	Reading Standards for Informational Text	Key Ideas and Details	1	OI.RI.01	Ask and answer questions about key details in a text.
{:lJ	Reading Standards for Infonmational Text	Key Ideas and DetaHs	1	OI.RI.02	Identify the main topic and retell key detaHs of a text.
O	Reading Standards for Informationa I Text	Key Ideas and Details	1	OI.RI.03	Describe the connection between two individuals events ideas or pieces of information in a text.
1!.]	Reading Standards for Informational Text	Craft and Structure	1	OI.RI.04	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
[J	Reading Standards for Informationa I Text	Craft and Structure	1	OI.RI.OS	Know and use various text features (e.g. headings tables of contents glossaries electronic menus Icons) to locate key facts or information in a text.
Qlj	Reading Standards for Informational Text	Craft and Structure	1	0 I.RI.06	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	Reading Standards for Informational Text	Integration of Knowledge and Ideas	1	0 I.RI.07	Use the illustrations and details in a text to describe its key ideas.
€Jj	Reading Standar s for Informational Text	Integration of K owl d ge and I eas	1	OI.Rl.OB	Identify the reasons an author gives to support points in a text.
tiiij	Reading Standards for Informational Text	Integration of Knowledge and Ideas	1	0 l.RI.09	Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations descriptions or procedures).
:J b	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	1	OI.RI.IO	With prompting and support read informational texts appropriately complex for grade 1.
tiiil	Reading Standards for Literature	Key Ideas and Detalis	1	OI.RL.O1	Ask and answer questions about key details in a text.
O	Reading Standards for Literature	Key Ideas and Details	1	OI.RL.02	Retell stories including key details and demonstrate understanding of their central message or lesson.
	Reading				

	Standards for Literature	Key Ideas and Details	1	Ol.RL.03	Describe characters settings and major events In a story using key details.
CJ	Reading S andards for Literature	Craft and Structure	1	Ol.RL.04	Identify wands and phrases In stories or poems that suggest feelings or a ppea l to the senses.
I'liJ	Reading Standards for Literature	Craft and Structure	1	Ol.RL.OS	Explain major differences between books that tell stories and books that give information drawing on a wide reading of a range of text types.
" fiiill	Reading Standards forSt uct e r ur Literature	Craft and	1	Ol.RL.06	Identify who is telling the story at various points in a text.
Ci.l	Reading Standards for Literature	Integration of Knowledge and Ideas	1	Ol.RL.07	Use illustrations and details in a story to describe its characters setting or events.
EI	Reading Standards for Literature	Integration of Knowledge and Ideas	1	Ol.RL.09	Compare and contrast the adventures and experiences of characters in stories
	Reading Standards for Literature	Rang of Read1ng and Level of Text Complexity	1	Ol.RL.IO	With prompting and support read prose and poetry of appropriate complexity for grade 1.
Iii:] -	Reading Standards Foundational Skills	Print Concepts	1	01. RF.01. A	Recognize the distinguishing features of a sentence (e.g. first wand capitalization ending punctuation).
iii	Reading Standards Foundational Skills	Phonological Awareness	1	Ol.RF.0 .	A Distinguish long from short vowel sounds in spoken single-syllable words.
CJ	Reading Standards Foundational Skills	Phonological Awareness	1	01. RF 02.	B Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
Gil	Reading Standards Foundational Skills	Phonological Awareness	1	01 RF .2.	C Isolate and pronounce initial medial vowel and final sounds (phonemes) in spoken single-syllable words.
	Reading Standards Foundational Skills	Phonological Awareness	1	01 RF 0 . .	DSegment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
11iiJ -	Reading Standards Foundational Skills	Phonics and Word Recognition	1	Ol.RF.0$_3$.A	Know the sp.elling-sound correspondences for common consonant digraphs.
[j	Reading Standards Foundational Skills	Phonics and Word Recognition	1	Ol.RF.03.B	Decode regularly spelled one-syllable words.
	Reading Standards Foundationa l Skills	Phonics and Word Recognition	1	Ol.RF.0$_3$.C	Know final-e and common vowel team conventions for representing long vowel sounds.
CJ	Reading Standard s Foundational Skills	Phomcs and Wand R c t. e ogn 1on	1	01 RF 03	D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
nm.	Reading Standards Foundational Skills	Phonics and Word Recognition	1	01 RF $_3$	E Decode two-syllable words following basic patterns by breaking the words into syllables.
Ij	Reading Standards Foundational Skills	Phonics and Word Recognition	1	Ol.RF.03.F	Read words with inflectional endings.
	Reading				

(iil Standards Foundational Skills Reading	Phonics and Word Recognition	1	OI.RF.03.G	Recognize and read grade-appropriate irregularly spelled words.
O 1;nal Skills Reading	Fluency	1	OI.RF.04.A	Read on-level text with purpose and understanding.
n Standards """ Foundational Skills Reading	Fluency	1	01.RF.04.B	Read on-level text orally with accuracy appropriate rate and expression on successrve readtngs.
O · Standards Foundational Skills	Fluency	1	01.RF.04.C	Use context to confirm or self-correct word recognition and understandrng rereadrng as necessary.
O Speaking and Listening Standards	Comprehension and Collaboration	1	OI.SL.OI.A	Follow agreed-upon rules for discussions (e.g. listening to others with care speaking one at a time about the topics and texts under discussion).
Speaking and Listening Standards	Comprehension and Collaboration	1	01.SL.01.B	Build on others talk in conversations by responding to the comments of others through multiple exchanges.
l;;J Speaking and Listening Standards	Comprehension and Collaboration	1	01.SL.01.C	Ask questions to clear up any confusion about the topics and texts under discussion.
Speaking and Listening Standards	Comprehension and Collaboration	1	OI.SL.02	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
li[J Speaking and Listening Standards	Comprehension and Collaboration	1	OI.SL.03	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
10 Speaking and Listening Standards	Presentation of Knowledge and Ideas	1	OI.SL.04	Desc(rbe people places things and events with relevant details expressing ideas and feelings clearly.
O Speaking and Listening Standards	Presentation of Knowledge and Ideas	1	OI.SL.OS	Add drawings or other visual displays to descriptions when appropriate to clarify ideas thoughts and feelings.
Gill Speaking and Listening Standards	Presentation of Knowledge and Ideas	1	OI.SL.06	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
Writing Standards	Text Types and Purposes	1	OI.W.01	Write opinion pieces in which they introduce the topic or name the book they are writing about state an opinion supply a reason for the opinion and provide some sense of closure.
lj;lJ Writing Standards	Text Types and Purposes	1	OI.W.02	Write Informative explanatory texts In which they name a topic supply some facts about the topic and provide some sense of closure.
Writing Standards	Text Types and Purposes	1	OI.W.03	Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened use temporal words to signal event order and provide some sense of closure.
lii " Writing Standards	Production and Distribution of Writing	1	OI.W.OS	With guidance and support from adults focus on a topic respond to questions and suggestions from peers and add details to strengthen writing as needed.
t'Sl Writing Standards	Production and Distribution of Writing	1	OI.W.06	With guidance and support from adults use a variety of digital tools to produce and publish writing including in collaboration with peers.
lil Writing Standards	Research to Build and Present Knowledge	1	OI.W.07	Participate in shared research and writing projects (e.g. explore a number of how-to books on a given topic and use them to write a sequence of instructions).
(:IJ Writing Standards	Research to Build and Present Knowledge	1	OI.W.OB	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

ry; Checked Standards I

d   **Fairfield School District**   a, /i 1f Jib s-tJ   Janet Goodman

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Standards rCCS- | Subject: |language Arts
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|Use ch cked Stand ard s]

Standard	Strand	Grades	Index	CPI Description
lJ Language ·· Standards	Conventions of Standard English	2	02.L.OI.A	Use collective nouns(e.g. group).
Q Language · Standards	Conventions of Standard English	2	OZ.L.OI.B	Form and use frequently occurring irregular plural nouns (e.g. feet children teeth mice fish).
Qj Language Standards	Conventions of Standard English	2	02.L.OI.C	Use refiexive pronouns (e.g. myself ourselves).
Q Language ·• Standards	Conventions of Standard English	2	OZ.L.OI.D	Form and use the past tense of frequently occurring irregular verbs (e.g.sathldtold).
!ill Language · Standards	Conventions of Standard English	2	02·.L.OI.E	Use adjectives and adverbs and choose between them depending on what is to be modified.
GJ Language ·· Standards	Conventions of Standard English	2	02.L.OI.F	Produce expand and rearrange complete simple and compound sentences (e.g. The boy watched the movie The action movie was watched by the little boy).
liD Language Standards	Conventions of Standard English	2	2.L.2.A	Capitalize holidays product names and geographic names.
Q Language Standards	Conventions of Standard English	2	2.L.2.B	Use commas in greeting and closings of letters.
fill! Language Standards	Conventions of Standard English	2	02·.L.02·.C	Use an apostrophe to form contractions and frequently occurring possessives
Language Standards	Conventions of Standard English	2	OZ.L.OZ.D	Generalize learned spelling patterns when writing words (e.g. cage-badge boy-boil).
lJiJ Language Standards	Conventions of Standard English	2	**02.T02.F**	Consult reference materials including beginning dictionaries as needed to check and correct spellings.
[.) Language Standards	Know ledge of Language	2	2.L.3.A	Compare formal and informal uses of English.
O Language ·· Standards	Vocabulary Acquisition and Use	2	02·.L.04·.A	Use sentence-level context as a clue to the meaning of a word or phrase.
1J Language Standards	Vocabulary Acquisition and Use	2	OZ.L.04.6	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happyunhappy tellreteli).
fl Language · Standards	Vocabulary Acquisition and Use	2	02·.L.04·.C	Use a known root word as a clue to the the meaning of an unknown word with the same root (e.g. addition additional).
Q Language · Standards	Vocabulary Acquisition and Use	2	2.L.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse lighthouse housefly bookshelf notebook bookmark).
Q Language Standards	Vocabulary Acquisition and Use	2	2.L.4.E	Use glossaries and beginning dictionaries both print and digital to determine or clarify the meaning of words and phrases.
O Language Standards	Vocabulary Acquisition and Use	2	OZ.L.OS.A	Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy),

[J Language Standards	Vocabulary Acquisition and Use	2	02.L.OS.B	Distinguish shades of meaning among closely related verbs (e.g. toss throw hurl) and closely related adjectives (e.g, thin slender skinny scrawny),	
Q Language Standards	Vocabulary Acquisition and Use	2	02.L.06	Use words and phrases acquired through conversations reading and being read to and responding to texts including using adjectives and adverbs to describe (e.g. When other kids are happy that make me happy).	
"" Reading [J Standards for Informational Text	Key Ideas and Details	2	02.RI.01	Ask and answer such questions as who what where when why and now to demonstrate understanding of key details in a text.	
@ Reading ;ot ndards Informational Text	Key Ideas and Details	2	02.RI.02	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	
GI Reading ; ndards Informational Text	Key Ideas and Details	2	02.RI.03	Describe the connection between a series of historical events scientific ideas or concepts or steps in technical procedures in a text	
lia Reading for Standards Informational Text	C ft nd Structure	2	02.RI.04	Determine the meaning of words and phrases In a text relevant to a grade 2 topic or subject area.	
Reading Standards fur Informational Text	Craft and Structure	2	02.RI.05	Know and use various text features (e.g. captions bold print subheadings glossaries indexes electronic menus icons) to locate key facts or information in a text efficiently.	
E Reading Standards for Informational Text	Craft and Structure	2	02.RI.06	Identify the main purpose of a text including what the author wants to answer explain or describe.	
CiJ Reading Standards for Informatlona Text	Integration of Knowledge and IIdeas	2	02.Rl.07	Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.	
Reading Standards for Informational Text	Integration of Knowledge and Ideas	2	02.RI.08	Describe how reasons support specific points the author makes in a text.	
kil Reading Standards for Informational Text	Integration of Knowledge and Ideas	2	02.RI.09	Compare and contrast the most important points presented by two texts on the same topic.	
. Reading Standards for Informat1ona Text	Range of Reading and Level of Text IComplexity	2	02.RI.10	By the end of year read and comprehend informational texts including hlstorysocial studies science and technical texts In the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.	
l:iiii Reading Standards ., for Literature	Key Ideas and Details	2	02..RL.01	Ask and answer such questions as who what where when why and how to demonstrate understanding of key details in a text.	
li:i Reading Standards for Literature	Key Ideas and Details	2	02.RL.02	Recount stories including fables and folktales from diverse cultures and determine their central message lesson or moral.	
1 Reading Standards for Literature	Key Ideas and Details	2	02.RL.03	Describe how characters In a story respond to major events and challenges,	
Reading	Craft and			Describe how words and phrases (e.g. regular beats	

Q	Standards for Literature	Structure	2	02.RL.04	alliteration rhymes repeated lines) supply rhythm and meaning in a story poem or song.
Q	aa ds and for Literature Structure	Craft	2	02.RL.05	Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.
Gi:l	Reading Standards for Literature	C aft r an Structure	2	02.RL.06	Acknowledge differences in the points of view of characters including by speaking in a different voice for each character when reading dialogue aloud.
G:ll	Reading Standards for Literature	Integration of Knowledge and Ideas	2	02.RL.07	Use information gained from the Illustrations and words In a print or digital text to demonstrate understanding of its characters setting or plot.
(i)	Reading Standards for Literature	Integration of Knowledge and Ideas	2	02.RL.09	Compare and contrast two or more versions of the same story (e.g.... CindereUa stories) by different authors or from different cultures.
"" ""	Readmg Standards for Literature	Range of Reading and Level of Text Complexity	2	02.RL.10	By the end of the year read and comprehend literature including stories and poetry in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.
!iLI!	Reading Standards Fondatlonal Skills	Phonics and Word Recognition	2	02.RF.03	A Distinguish long and short vowels when reading regularly spelled one-syllable words
[iii!	Reading Standards Foundat1ona I Skills	Phonics and Word Recognition	2	02.RF.03	B Know spelling-sound correspondences for additional common vowel teams.
O	Reading Standards Fondatlonal Skills	Phonics and Word Recognition	2	02.RF.03.C	Decode regularly spelled two-syllable words with long vowels.
til	Reading Standards Foundational Skills	Phonics and Word Recognition	2	02.RF.03.D	Decode words with common prefixes and suffixes.
	Reading Standards Foundational Skills	Phonics and Word Recognition	2	02.RF.OJ.E	Identify words with inconsistent but common spelling-sound correspondences.
	Reading Standards Foundational Skills	Phon1cs and Word Recognition	2	.RF.OJ.F	Recognize and read grade-appropriate irregularly spelled words.
IlQ	Reading Standards FoundatiOnal Skills	Fluency	2	02.RF.04.A	Read on-level text with purpose and understanding.
"" ""	Reading Standards Foundational Skills	Fluency	2	02.RF.04.B	Read on,-level text orally with accuracy appropriate rate and expression on successive readings.
Gl	Reading Standards Foundational Skills	Fluency	2	02.RF.04.C	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
O	Speaking and Listening Standards	Comprehension and Collaboration	2	02.SL.01A	Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways listening to others with care speaking one at a time about the topics and texts under discussion).
Gland	Speaking and Listening Standards	Comprehension and Collaboration	2	02.SL.01	B Build on others talk in conversations by linking their comments to the remarks of others.
w and	Speaking and Listening Standards	Comprehension and Collaboration	2	02.SL.01	CAsk for clarification and further explanation as needed about the topics and texts under discussion.

"" Speaking "" and Listening Standards	Comprehension and Collaboration	2	02.SL.02	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
[i;j) Speaking and .... Listening Standards	Comprehension and Collaboration	2	02.SL.03	Ask and answer questions about what a speaker says in order to clarify comprehension gather additional information or deepen understanding of a topic or issue.
[J Speaking and .,, Listening Standards	Presentation of Knowledge and Ideas	2	02.SL.04	Tell a story or recount an experience with appropriate facts and relevant descriptive details speaking audibly In coherent se·ntences.
eJ Speaking and ·' Listening Standards	Presentation of Knowledge and Ideas	2	02.SL.05	Create audio recordings of stories or poems add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas thoughts and feelings.
O Speaking and ·· Listening Standards	Presentation of Knowledge and Ideas	2	02.SL.06	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on pages 26 and 27 for specific expectations.)
Writing Standards	Text Types and Purposes	2	02.W.01	Write opinion pieces in which they introduce the topic or book they are writing about state an opinion supply reasons that support the opinion use linking words (e.g. because and also) to connect opinion and reasons and provide a concluding statement or section.
O Writing ·· Standards	Text Types and Purposes	2	02.W.02	Write informativeexplanatory texts In which they introduce a topic use facts and definitions to develop points and provide a concluding statement or section.
[I Writing · Standards	Text Types and Purposes	2	02.W.03	Write narratives in which they recount a wellelaborated event or short sequence of events include details to describe actions thoughts and feelings use temporal words to signal event order and provide a sense of closure.
!'ill Writing Standards	Production and Distribution of Writing	2	02.W.05	With guidance and support from adults and peers focus on a topic and strengthen writing as needed by revising and editing.
(iij} Writing Standards	Production and Distribution of Writing	2	02.W.06	With guidance and support from adults use a variety of digital tools to produce and publish writing including In collaboration with peers
O Writing Standards	Research to Build and Present Knowledge	2	02.W.07	Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report record science observations).
Writing Standards	Research to Build and Present Knowledge	2	02.W.08	Recall information from experiences or gather Information from provided sources to answer a question.

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Standard	Strand	Grades	Index	CPI Description
filil Language Standards	Conventions of Standard English	3	03.I.Ol.A	Explain the function of nouns pronouns verbs adjectives and adverbs in general and their functions in particular sentences.
O Language Standards	Conventions of Standard English	3	3.L.1.B	Form and use regular and irregular plural nouns
O Language Standards	Conventions of Standard English	3	3.L.1.C	Use abstract nouns (e.g. childhood).
lii:) Language Standards	Conventions of Standard English	3	3.L.1.D	Form and use regular and irregular verbs.
Language Standards	Conventions of Standard English	3	03.L.01.E	Form and use the simple (e.g. lwalked lwalk lwill walk) verb tenses.
[J Language - Standards	Conventions of Standard English	3	3.L.1.F	Ensure subject-verb and pronoun-antecedent agreement.
Language Standards	Conventions of Standard English	3	3.L.1.G	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
QI Language Standards	Conventions of Standard English	3	3.L.1.H	Use coordinating and subordinating conjunctions.
1\l! Language Standards	Conventions of Standard English	3	3.L.1.I	Produce simple compound and complex sentences.
GI Language ; Standards	Conventions of Standard English	3	3.L.2.A	Capitalize appropriate words in titles.
[J Language Standards	Conventions of Standard English	3	3.L.2.B	Use commas in addresses.
GI Language Standards	Conventions of Standard English	3	3.L.2.C	Use commas and quotation marks in dialogue.
I]) Language Standards	Conventions of Standard English	3	3.L.2.D	Form and use possessives.
[J Language Standards	Conventions of Standard English	3	3.L.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting smiled cries happiness).
[il Language Standards	Conventions of Standard English	3	3.L.2.F	Use spelling patterns and generalizations (e.g.word families position-based spellings syllable patterns ending rules meaningful word parts) in writing words.
!ill Language - Standards	Conventions of Standard English	3	0³.L⁰²·G	Consult reference materials including beginning dictionaries as needed to check and correct spellings.
... Language O Standards	Knowledge of Language	3	03.L.03.A	Choose words and phrases for effect.
Q Language ·, Standards	Knowledge of Language	3	0³.I.⁰³.8	Recognize and observe differences between the conventions of spoken and written standard English.
Language	Vocabulary			Use sentence-level context as a clue to the meaning of a word

[;;D Standards	Acquisition and Use	3	3.L.4.A	or phrase.	
(;9 Language , Standards	Vocabulary Acquisition and Use	3	3.L.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeabledisagreeable comfortab leuncomforta ble ca recareless heatpreheat).	
Language Standards	Vocabulary Acquisition and Use	3	03.L.04.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company companion).	
fJ Language Standards	Vocabulary Acquisition and Use	3	03.L.04.D	Use glossaries or beginning dictionaries both print and digital to determine or clarify the precise meaning of key words and phrases.	
Language Standards	Vocabulary Acquisition and Use	3	03.L.OS..A	Distinguish the literal and nonJiteral meanings of words and phrases In context (e.g. take steps).	
@ Language , Standards	Vocabulary Acquisition and Use	3	03.L.OS.B	Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).	
Language Standards	Vocabulary Acquisition and Use	3	03.L.05.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew believed suspected heard wondered).	
QJ Language Standards	Vocabulary Acquisition and Use	3	03.L.06	Acquire and use accurately grade-appropriate conversational general academic and domainspecific words and phrases including those that signal spatial and temporal relationships (e.g, After dinner that night we went looking for them).	
EJ Reading t:ndards for Informational Text	Key Ideas and Details	3	03.RI.Ol	Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.	
iiiJ Reading Standards for Informationa IDeta tis Text	Key Id as and .e	3	03,RI.02	Determine the main idea of a text recount the key details and explain how they support the main Idea.	
Q:J Reading Standards for Informational Detatls Text	K ld as nd ey .e a	3	03.RI.03	Describe the relationship between a series of historical events scientific ideas or concepts or steps in technical procedures in a text using language that pertains to time sequence and causeeffect.	
lll3 Reading Standards for Informational Text	Craft nd Structure	3	03.RI.04	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
Reading Standards for Informational Text	cr ft and Structure a	3	03,RI.05	Use text features and search tools (e.g. key words sidebars efficiently. hyperlinks) to locate information relevant to a given topic	
[) Reading Standards for Informational Text	C ft d ra an Structure	3	03.RI.06	Distinguish their own point of view from that of the author of a text.	
fil Reading Standards for Informational Text	Integration of Knowledge and Ideas	3	03,RI.07	Use information gained from illustrations (e.g, maps photographs) and the words in a text to demonstrate understanding of the text (e.g, where when why and how key events occur).	
ii\ Reading Standards· for Informational Text	Integration of Knowledge and Ideas	3	03.RI.08	Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison causeeffect firstsecondthird in a sequence).	
Reading Standards	Integration of				

Compare and contrast the most important points and key

lilij for Informatlona lIdeas Text	Knowledge and Ideas	3	3. RI.09	details presented in two texts on the same topic.
Reading Standards IZJ for Informational Text	Range of Reading and Level of Text Complexity	3	03.RI.I0	By the end of the year read and comprehend Informational texts including historysocial studies science and technical texts at the high end of the grades 2-3 text complexity band independently and proficiently.
'.' Reading t'i.l Standards for Literature	Key Ideas and Details	3	03.RL.OI	Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.
IRa for Literature	Key Ideas and Detatls	3	03.RL.02	Recount stories including fables folktales and myths from diverse cultures determine the central message lesson or moral and explain how it is conveyed through key details in the text.
1iJ Reading Standards for Literature	Key Ideas and Details	3	03.RL.03	Describe characters In a story (e.g. their traits motivations or feelings) and explain how their actions contribute to the sequence of events.
Reading Standards for Literature	Craft and Structure	3	03.RL.04	Determine the meaning of words and phrases as they are used in a text distinguishing literal from nonliterallanguage.
Reading IZJ Standards for Literature	Craft and Structure	3	03.RL.OS	Refer to parts of stories dramas and poems when writing or speaking about a text using terms such as chapter scene and stanza describe how each successive part builds on earlier sections.
,. Reading Iii Standards for Literature	Craft and Structure	3	03.RL.06	Distinguish their own point of view from that of the narrator or those of the characters.
Reading UiJ Standards for Literature	Integration of Knowledge and Ideas	3	03.RI.07	Explain how specific aspects of a texts illustrations contribute to what is conveyed by the words in a story (e.g. create mood emphasize aspects of a character or setting).
Reading EiJ Standards for Literature	Integration of Knowledge and Ideas	3	03.RL.09	Compare and contrast the themes settings and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).
.·• Reading WJ Stan.dards for Literature	Range of Reading and Level of Text Complexity	3	03.RL.10	By the end of the year read and comprehend literature Including stories dramas and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.
Reading ii1ll Standards Foundational Skills	Phonics and Word Recognition	3	03.RF.03.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
Reading fiil Standards Foundational Skills	Phonics and Word Recognition	3	03.RF.03.B	Decode words with common Latin suffixes.
Reading Standards Foundational Skills	Phonics and Word Recognition	3	03.RF.03.C	Decode multisyllable words.
Reading Standards Foundational Skills	Phontcs and Word Recognition	3	03.RF.03.D	Read grade-appropriate irregularly spelled words.
Reading Standards Foundational Skills	Fluency	3	03.RF.04.A	Read on-level text with purpose and understanding
Reading fj nal Skills	Fluency	3	03.RF.04.B	Read on-level prose and poetry orally with accuracy. appropriate rate and expresston on successtve readtngs
rc1 Reading Standards "" Foundational Skills	Fluency	3	03.RF.04.C	Use context to confirm or self-correct word recognition and understandtng rereadtng as necessary.
Speaking	Comprehension			Come to discussions prepared having read or studied required

@and Listening Standards	Speaking and Collaboration	3	3. SL.01.A	material explicitly draw on that preparation and other Information known about the topic to explore Ideas under discussion.
fiiil "" Speaking and Listening Standards	Comprehension and Collaboration	3	03.SL.01.B	Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways listening to others with care speaking one at a time about the topics and texts under discussion).
Speaking and Listening Standards	Comprehension and Collaboration	3	03.SL.01.C	Ask questions to check understanding of information presented stay on topic and link th.eir comments to the remarks of others.
[ll and " ListenIng Standards	Comprehension and Collaboration	3	03.SL.01.D	Explain their own ideas and understanding In light of the ' diSCUSSIOn. ·
liE Speaking and ·· Listening Standards	Comprehension and Collaboration	3	03.SL.02	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats including visually quantitatively and orally. ·
[j and ·' Listening Standards	Comprehension and Collaboration	3	3. SL.03	Ask and answer questions about information from a speaker offering appropriate elaboration and detail.
Speaking and Listening Standards	Presentation of Knowledge and Ideas	3	03.SL.04	Report on a topic or text tell a story or recount an experience with appropriate facts and relevant descriptive details speaking clearly at an understandable pace.
Speaking IZI ening Standards	Presentation of Knowledge and Ideas	3	03.SL.OS	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace add visual displays when appropriate to emphasize or enhance certain facts or details.
Speaking and Listening Standards	Presentation of Knowledge and Ideas	3	03.SL.06	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1and 3 on pages 28 and 29 for specific expectations.)
lliill Writing Standards	Text Types and Purposes	3	3.W.1.A	Introduce the topic or text they are writing about state an opinion and create an organizational structure that lists **reasons.**
Writing Standards	Text Types and Purposes	3	3.W.1.B	Provide reasons that support the opinion.
i1 Writing Standards	Text Types and Purposes	3	03.W.01.C	Use linking words and phrases (e.g. because therefore since for example) to connect opinion and reasons.
Iii Writing Standards	Text Types and Purposes	3	03.W.Ol.D	Provide a concluding statement or section
liil1 Writing Standards	Text Types and Purposes	3	03.W.02.A	Introduce a topic and group related information together include illustrations when useful to aiding comprehension.
Writing Standards	Text Types and Purposes	3	03.W.02.8	Develop the topic with facts definitions and details.
Writing Standards	Text Types and Purposes	3	03.W.02.C	Use linking words and phrases (e.g. also another and more but) to connect ideas within categories of information.
r;1 "" Standards	Text Types and Purposes	3	3.W.2.D	Provide a concluding statemert or section.
lill!l Writing Standards	Text Types and Purposes	3	03.W.03.A	Establish a situation and introduce a narrator andor characters organize an event sequence that unfolds naturally.
iii! Writing Standards	Text Types and Purposes	3	3.W.3.B	Use dialogue and descriptions of actions thoughts and feelings to develop experiences and events or show the response of characters to situations.
liD Writing · Standards	Text Types and Purposes	3	3.W.3.C	Use temporal words and phrases to signal event order
(iiJ Writing	Text Types and Purposes	3	03.W.03.D	Provide a sense of closure.
. Standards	Text Types and Purposes	3		With guidance and support from adults produce writing in which the development and organization are appropriate to task and
ljijJ Writing Standards	Production and Distribution of Writing	3	03.W.04	purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

lil Writing ' Standards	Production and Distribution of Writing	3	03.W.05	With guidance and support from peers and adults develop and strengthen writing as needed by planning revising and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)
flSl W ritlng "' Standards	Production and Distribution of Writing	3	03.W.06	With guidance and support from adults use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Iii Writing Standards	Research to Build and Present Knowledge	3	03.W.07	Conduct short research projects that build knowledge about a topic.
Writing Standards	Research to Build and Present Knowledge	3	03.W .08	Recall information from experiences or gather information from print and digital sources take brief notes on sources and sort evidence into provided categories.
[J Writing ·· Standards	Range of Writing	3	03 .W. 10	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.

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JII **Fairfield School District** ltrmm ima-4 Janet Goodman

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Standard	Strand	Grades	Index	CPI Description
Gil Language Standards	Conventions of Standard English	4	04-I.OI.A	Use relative pronouns (who whose whom which that) and relative adverbs (where when and why).
Q Language Standards	Conventions of Standard English	4	04-L.OI.B	Form and use the progressive (e.g. lwas walking lam walking lwill be walking) verb tenses.
O Language Standards	Conventions of Standard English	4	04.L.OI.C	Use modal auxiliaries (e.g. can may must) to convey various conditions.
O Language Standards	Conventions of Standard English	4	04-L.OI.D	Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag).
Language Standards	Conventions of Standard English	4	04.L.OI.E	Form and use prepositional phrases.
GI Language Standards	Conventions of Standard English	4	04-L.OI.F	Produce complete sentences recognizing and correcting inappropriate fragments and run-ons.
Language Standards	Conventions of Standard English	4	04.L.OI.G	Correctly use frequently confused words (e.g. to too two there their).
Iilli Language Standards	Conventions of Standard English	4	04.L.02.A	Use correct capitalization.
lil Language Standards	Conventions of Standard English	4	04.L.OZ.B	Use commas and quotation marks to mark direct speech and quotations from a text.
G Language Standards	Conventions of Standard English	4	04.L.OZ.C	Use a comma before a coordinating conjunction in a compound sentence.
IIEJ Language Standards	Conventions of Standard English	4	04.L.02.D	Spell grade-appropriate words correctly consulting references as needed.
Language Standards	Knowledge of Language	4	4.L.3.A	Choose words and phrases to convey ideas precisely.
!;iill Language Standards	Knowledge of Language	4	4.L.3.B	Choose punctuation for effect.
fill Language Standards	Know ledge of Language	4	4.L.3.C	Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).
0 Language Standards	Vocabulary Acquisition and Use	4	04.L 04.A	Use context (e.g. definitions examples or restatements In text) as a clue to the meaning of a word or phrase.
liD Language Standards	Vocabulary Acquisition and Use	4	4.L.4.B	Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph photograph autograph).
0 Language Standards	Vocabulary Acquisition and Use	4	4.L.4.C	Consult reference materials (e.g. dictionaries glossaries thesauruses) both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
0 Language Standards	Vocabulary Acquisition and Use	4	04-I.OS.A	Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.

	Language Standards	Vocabulary Acquisition and Use	4	04.L.OS.B	Recognize and explain the meaning of common idioms adages and proverbs
O	Language Standards	Vocabulary Acqu.isitlon and Use	4	04.L.OS.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
fiZj	Language Standards	Vocabulary Acquisition and Use	4	04.L.06	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases Including those that signal precise actions emotions or states of being (e.g. quizzed whined stammered) and that are basic to a particular topic (e.g. wildlife conservation and endangered when discussing animal preservation).
Q	Reading Standards for Informationa l Text	Key Ideas and Details	4	04.RI.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
" @	Reading Standards for Informationa l Text	Key Ideas and D t "s e a 's	4	04.RI.02	Determine the main idea of a text and expiain how It is supported by key details summarize the text.
S̄	Reading Standards for . Informational Text	Key Ideas and Details	4	04.RI.03	Explain events procedures ideas or concepts in a historical scientific or technical text including what happened and why based on specific information in the text.
¨ f ur	Reading Standards Informational Text	Craft and Structure	4	04.RI.04	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
O˙	Reading Standards for Informational Text	Craft and Structure	4	04.RI.05	Describe the overall structure (e.g. chronology comparison causeeffect problemsolution) of events ideas concepts or information in a text or part of a text.
liiill	Reading Standards for Informationa l Text	Craft and Structure	4	04.RI.06	Compare and contrast a firsthand and secondhand account of the same event or topic describe the differences in focus and the Information provided.
	Reading Standards for Informational Text	Integration of Knowledge and Ideas	4	04.RI.07	Interpret Information presented visually orally or quantitatively (e.g. in charts graphs diagrams time Jines animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	Reading Standards for Informational Text	Integration of Knowledge and Ideas	4	04.RI.08	Explain how an author uses reasons and evidence to support particular points in a text.
Cl	Reading Standards for Informational Text	Integration of Knowledge and Ideas	4	04.RI.09	Integrate information from two texts on the same topic In order to write or speak about the subject knowledgeably.
iJ	Reading Standards for Literature	Key Ideas and Details	4	04.RL.01	Refer to details and examples ·In a text when explaining what the text says explicitly and when drawing inferences from the text.
Gil	Reading Standards for Literature	Key Ideas and Details	4	04.RL.02	Detennine a theme of a story drama or poem from details in the text summarize the text.
fi	Reading Standards for Literature	Key Ideas and Details	4	04.RL.03	Describe in depth a character setting or event in a story or drama drawing on specific details in the text (e.g. a characters thoughts words or actions).
	Reading	Craft and			Determine the meaning of words and phrases as they are used

liiJ Standards for Literature		Structure	4	04.RL.04	in a text including those that allude to significant characters found In mythology (e.g. Herculean).
QJ	Reading Standards for Literature	Craft and Structure	4	04.RL.OS	Explain major differences between poems drama and prose and refer to the structural elements of poems (e.g. verse rhythm meter) and drama (e.g. casts of characters settings descriptions dialogue stage directions) when writing or speaking about a text.
	Reading Standards for Literature	Craft and Structure	4	04.RL.06	Compare and contrast the point of view from which different stories are narrated including the difference between first- and third-person narrations.
CiJ	Reading Standards for Literature	Integration of Knowledge and Ideas	4	04.RL.07	Make connections between the text of a story or drama and a visual or oral presentation of the text identifying where each version reflects specific descriptions and directions in the text.
	Reading Standards for Literature	Integration of Knowledge and Ideas	4	04.RL.09	Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories myths and traditional literature from different cultures.
	Readmg Standards for Literature	Range of Reading and Level of Text Complexity	4	04.RL.10	By the end of the year read and comprehend literature including stories dramas and poetry In the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.
G	Reading Standards Fo ndatiOnal Skills	Phon1cs and Word Recognition	4	04.RF.03	Use combined knowledge of all letter-sound correspondences A syllabication patterns and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
G	Reading Standards Foundational Skills	Fluency	4	4.RF.04.A	Read on-level text with purpose and understanding.
O	Reading 1 nal Skills	Fluency	4	04.RF.04.B	Read on-level prose and poet;y orally with accuracy appropnate rate and expression on successiVe readings.
iiJ	Reading 1 nal Skills	Fluency	4	4.04.C	Use context to confir": or self-correct word recognition and understanding rereading as necessary.
G	Speal<ing and Listening Standards	Comprehension and Collaboration	4	04.SL.01.A	Come to discussions prepared having read or studied required material explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	Speaking and Listening Standards	Comprehension and Collaboration	4	04.SL.OI.B	Foll?w agreed-upon rules for discussions and carry out ass1gned roles.
G	Speaking and Listening Standards	Comprehension and Collaboration	4	4.SL.OI.C	Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
5I	Speaking and Listening Standards	Comprehension and Collaboration	4	04.SL.01.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
(all	Speaking and Listening Standards	Comprehension and Collaboration	4	04,SL.02	Paraphrase portions of a text read aloud or information presented in diverse media and formats including visually quantitatively and orally.
	Speaking and Listening Standards	Compre.hension and Collaboration	4	04.SL.03	Identify the reasons and evidence a speaker provides to support particular points;
O	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4	04.SL.04	Report on a topic or text tell a story or recount an experience in an organized manner using appropriate facts and relevant descriptive details to support main ideas or themes speak clearly at an understandable pace.
	Speaking				

CD and Listening Standards	Presentation of Knowledge and Ideas	4	04.SL.OS	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main Ideas or themes.
Id} Speaking and ,, Listening Standards	Presentation of Knowledge and Ideas	4	04.SL.OG	Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion) use formal English when appropriate to task and situation. (See grade 4 Lar>guage standards 1 on pages 28 and 29 for specific expectations.)
fi;l Writing Standards	Text Types and Purposes	4	04.W.OI.A	Introduce a topic or text clearly state an opinion and create an organizational structure in which related ideas are grouped to support the writers purpose.
O Writing - Standards	Text Types and Purposes	4	04.W.OI.B	Provide reasons that are supported by facts and details.
GI Writing "' Standards	Text Types and Purposes	4	04.W.01.C	Link opinion and reasons using words and phrases (e.g. for instance in order to in addition).
O Writing Standards	Text Types and Purposes	4	04.W.01.D	Pr vide a concluding statement or section related to the oprnlon presented.
/illil Writing ' Standards	Text Types and Purposes	4	o4.W.02.A	Introduce a topic clearly and group related information in paragraphs and sections Include formatting (e.g. headings) illustrations and multimedia when useful to aiding comprehension.
Cil Writing ,' Standards	Text Types and Purposes	4	04.W.02.8	Develop the topic with facts definitions concrete details quotations or other information and examples related to the topic.
riB Writing · Standards	Text Types and Purposes	4	04.W.02.C	Link ideas within categories of information using words and phrases (e.g. another for example also because).
CD Writing Standards	Text Types and Purposes	4	04.W.02.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Writing Standards	Text Types and Purposes	4	04.W.02.E	Provide a concluding statement or section related to the information or explanation presented.
Writing Standards	**Purposes** Text Types and	4	**04.W.03A**	Orient the reader by establishing a situation and introducing a **narrator and or characters organize an *event* sequence that** unfolds naturally.
[tl Writing Standards	Text Types and Purposes	4	04.W.03.8	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
O Writing Standards	Text Types and Purposes	4	04.W.O3.c	Use a variety of transitional word,s and phrases to manage the sequence of events.
Writing Standards	Text Types and Purposes	4	04.W.03.D	Use concrete words and phrases and sensory details to convey expenences and events precrsely.
O Writing ': Standards	Text Types and Purposes	4	04.W.03.E	Provide a conclusion that follows from the narrated experiences **or events.**
Writing Standards	Production and Distribution of Writing	4	04 04.W.	Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. (Grade-specific expectations for writing types are defined In standards 1-3 above.)
Writing I2I Standards	Production and Distribution of Writing	4	04.W.05	With guidance and support from peers and adults develop and strengthen writing as needed by planning revising and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)
fi;l Writing Standards	Production and Distribution of 4 Writing		04.W.06	With some guidance and support from adults use technology Including the Internet to produce and publish writing as well as to interact and collaborate with others demonstrate sufficient command of keyboarding skills to type a minimum of one page In a single sitting.
Writing Standards	Research to Build and Present Knowledge	4	04.W.07	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Writing Standards	Research to Build and Present Knowledge	4	04.W.08	Recall relevant information from experiences or gather relevant information from print and digital sources take notes and categorize information and provide a list of sources.
	Research to			Apply grade 4 Reading standards to literature (e.g, Describe in

G	Writing Standards	Build and Present Knowledge	4	04 W 09 . .	.A depth a character setting or event in a story or drama drawing on specific details in the text [e.g, a characters thoughts words or actions].).
G "	Writing Standards	Research to Build and Present Knowledge	4	4.W .09.B	Apply grade 4 Reading standards to Informational texts (e.g. Explain how an author uses reasons and evidence to support particular points in a text).
[3 "	Writing Standards	Range of Writing	4	04.W.10	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.

[US€ Checked Standards ⏟ l

4fl **Fairfield School District** **a11Dm lill!a-4** **Janet Goodman**

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Standard	Strand	Grades	Index	· CPI Description
fi".l Language Standards	Conventions of Standard English	5	OS.L.OI A	Explain the function of conjunctions prepositions and interjections in general and their function in particular sentences
£iB Language Standards	Conventions of Standard English	5	05.L.01.B	Form and use the perfect (e.g. Ihad walked Ihave walked will have walked) verb tenses.
Gil Language Standards	Conventions of Standard English	5	05.L.01.C	Use verb tense to convey various times sequences states and conditions.
Language Standards	Conventions of Standard English	5	05.L.01.D	Recognize and correct inappropriate shifts in verb tense.
Language Standards	Conventions of Standard English	5	05.L.01.E	Use correlative conjunctions (e.g. eitheror nelthernor).
Language Standards	Conventions of Standard English	5	05.L.02.A	Use punctuation to separate items in a series.
Cil Language Standards	Conventions of Standard English	5	05.L.02.B	Use a comma to separate an introductory element from the rest of the sentence.
Language Standards	Conventions of Standard English	5	05.L.02.C	Use a comma to set off the words yes and no (e.g. Yes thank you) to set off a tag question from the rest of the sentence (e.g. its true isnt it) and to indicate direct address (e.g. Is that you Steve)
li3 Language Standards	Conventions of Standard English	5	05.L.02.D	Use underlining quotation marks or italics to indicate titles of works.
[J Language Standards	Conventions of Standard English	5	05.L.02.E	Spell grade-appropriate words correctly consulting references as needed.
Language Standards	Knowledge of Language	5	05.L.03.A	Expand combine and reduce sentences for meaning readerlistener interest and style.
1:1 Language Standards	Knowledge of Language	5	05.L.03.B	Compare and contrast the varieties of English (e.g. dialects registers) used In stories dramas or poems.
Gil Language Standards	Vocabulary Acquisition and Use	5	05.L.04.A	Use context (e.g. causeeffect relationshipS and comparisons in text) as a clue to the meaning of a word or phrase.
ilil Language Standards	Vocabulary Acquisition and Use	5	OS.L.04.8	Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph photosynthesis).
Language Standards	Vocabulary Acquisition and Use	5	05.L.04.C	Consult reference materials (e.g. dictionaries glossaries thesauruses) both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Wil Language Standards	Vocabulary Acquisition and Use	5	05.L.05.A	Interpret figurative language including similes and metaphors in context
Language Standards	Vocabulary Acquisition and Use	5	05.L.OS.B	Recognize and explain the meaning of common idioms adages and proverbs.
Language Standards	Vocabulary Acquisition and Use	5	05.L.05.C	Use the relationship between particular words (e.g. synonyms antonyms homographs) to better understand each of the

				words.
Language Standards	Vocabulary Acquisition and Use	5	05:L.06	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal contrast addition and other logical relationships (e.g. however although nevertheless similarly moreover in addition).
Reading Standards for Informational Text	Key Ideas and Details	5	05.RI.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Reading Standards for Informational Text	Key Ideas and Details	5	05.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details summarize the text.
Reading Standards for Informational Text	Key Ideas and Details	5	5. RI.03	Explain the relationships or interactions between two or more individuals events Ideas or concepts in a historical scientific or technical text based on specific Information in the text.
Reading Standards for Informational Text	Craft and Structure	5	05.RI.04	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Reading Standards for Informational Text	Craft and Structure	5	05.RI.05	Compare and contrast the overall structure (e.g. chronology comparison cause effect problem solution) of events ideas concepts or information in two or more texts.
Reading Standards for Informational Text	Craft and Structure	5	05.RI.06	Analyze multiple accounts of the same event or topic noting important similarities .and differences in the point of view they represent.
Reading Standards for Informational Text	Integration of Knowledge and Ideas	5	05.RI.07	Draw on information from multiple print or digital sources demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently,
Reading Standards for Informational Text	Integration of Knowledge and Ideas	5	05.RI.08	Explain how an author uses reasons and evidence to support particular points in a text identifying which reasons and evidence support which point(s).
Reading Standards for Informational Text	Integration of Knowledge and Ideas	5	05.RI.09	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	5	05.RI.10	By the end of the year read and comprehend Informational texts including history social studies science and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently.
Reading Standards for Literature	Key Ideas and Details	5	05.RL.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Reading Standards for Literature	Key Ideas and Details	5	05,RL.02	Determine a theme of a story drama or poem from details in the text including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic summarize the text.
Reading Standards for Literature	Key Ideas and Details	5	05.RL.03	Compare and contrast two or more characters settings or events in a story or drama drawing on specific details in the text (e.g. how characters interact).
Reading Standards	Craft and Structure	5	05.RL.04	Determine the meaning of words and phrases as they are used In a text including figurative language such as metaphors and

similes.

	Standard	Strand		Code	Description
	for Literature				
	Reading Standards for Literature	Craft and Structure	5	OS.RL.OS	Explain how a series of chapters scenes or stanzas fits together to provide the overall structure of a particular story drama or poem.
	Reading Standards for Literature	Craft and Structure	S	OS.RL.06	Descr'1be how a narrators or speakers point of view Influences how events are described.
Wil	Reading Standards for Literature	Integration of Knowledge and Ideas	S	OS.RL.07	Analyze how visual and multimedia elements contribute to the meaning tone or beauty of a text (e.g. graphic novel multimedia presentation of fiction folktale myth poem).
Gil	Reading Standards for Literature	Integration of Knowledge and Ideas	S	OS.RL.09	Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.
Ilil	Reading Standards for Literature	Rang of Reading and Level of Text Complexity	S	OS.RL.10	By the end of the year read and comprehend literature including stories dramas and poetry at the high end of the· grades 4-S text complexity band independently and proficiently.
	Reading Standards an r. Foundat1onal Skills	Phomcs and Word Recognltion	S	05. RF.03. A	Use combined knowledge of all letter-sound correspondences syllabication patterns and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
®J	Reading nal Skills	Fluency	S	OS.RF.04.A	Read on-level text with purpose and understanding.
""	Reading Standards Foundational Skills	Flnuecy	5	OS.RF.04.B	Read on.-ievel prose and poetry orally with a.ccuracy. appropnate rate and express1on on successive readings.
[]	Reading Standards Foundational Skills	Fluency	S	OS.RF.04.C	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
ll:ll ""	Speaking and Listening Standards	Comprehension and Collaboration	S	OS.SL.01.A	Come to discussions prepared having read or studied required material explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
@:l ·	Speaking and Listening Standards	Comprehension and Collaboration	5	OS.SL.OI.B	Follow agreed-upon rules for discussions and carry out assigned roles.
m	Speaking and Listening Standards	Comprehension and Collaboration	S	OS.SL.OI.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Gil	Speaking and Listening Standards	Comprehension and Collaboration	S	OS.SL.01.D	Review the key ideas expressed and draw conclusions In light of information and knowledge gained from the discussions.
Q	Speaking and Listening Standards	Comprehension and Collaboration	5	OS.SL.02	Summarize a written text read aloud or Information presented in diverse media and formats including visually quantitatively and orally.
fiJ ..	Speaking and Listening Standards	Comprehension and Collaboration	5	OS.SL.03	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	Speaking and Listening Standards	Presentation of Knowledge and Ideas	S	OS.SL.04	Report on a topic or text or present an opinion sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes speak clearly at an understandable pace.
[j]l ··	Speaking and Listening Standards	Presentation of Knowledge and Ideas	S	OS.SL.OS	Include multimedia components (e.g. graphics sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

[) Speaking and Listening Standards	Presentation of Knowledge and S Ideas	OS.SL.06	Adapt speech to a variety of contexts and tasks using formal English when appropriate to task and situation. (See grade 5 Language standards 1and 3 on pages 28 and 29 for specific expectations.)
Writing Standards	Text Types and Purposes S	OS.W.OI.A	Introduce a topic or text clearly state an opinion and create an organizational structure in which ideas are logically grouped to support the writers purpose.
(ill W ritlng Standards	Text Types and Purposes S	OS.W.OI.B	Provide logically ordered reasons that are supported by facts and detatls.
t] Writing " Standards	Text Types and Purposes S	OS.W.01.C	Link opinion and reasons using words phrases and clauses (e.g. consequently specifically).
lilll Writing Standards	Text Types and S Purposes	05.W.01.D	Prov.ide a concluding statement or section related to the optnton presented.
lil] Writing Standards	Text Types and Purposes S	OS.W.02.A	Introduce a topic clearly provide a general observation and focus and group related information logically include formatting (e.g. headings) illustrations and multimedia when useful to aiding comprehension
IEI Writing ·. Standards	Text Types and Purposes S	OS.W.02.B	Develop the topic with facts definitions concrete details quotations or other information and examples related to the topic.
Writing Standards	Text Types and Purposes 5	05.W.02.C	Link ideas within and across categories of Information using words phrases and clauses (e.g. In contrast especially).
EJl Writing ·· Standards	Text Types and S Purposes	05.W.02.D	Use precise language and domain-specific vocabulary to Inform about or explain the topic.
Writing Standards	Text Types and Purposes 5	OS.W.02.E	Provide a concluding statement or section related to the information or explanation presented.
EJl Writing Standards	Text Types and Purposes S	OS.W.03.A	Orient the reader by establishing a situation and introducing a narrator a ndor characters orga nlze an event sequence that unfolds naturally.
Writing Standards	Text Types and Purposes S	05.W.03.B	Use narrative techniques such as dialogue description and pacing to develop experiences and events or show the responses of characters to situations.
ii Writing Standards	Text Types and Purposes 5	05.W.03.C	Use a variety of transitional words phrases and clauses to manage the sequence of events.
!i Writing Standards	Text Types and Purposes S	OS.W.03.0	Use c?ncrete words and phr ses and sensory details to convey expenences and events prectsely.
Writing Standards	Text Types and Purposes S	05.W.03.E	Provide a conclusion that follows from the narrated experiences **or events.**
®iii Writing Standards	Production and Distribution of S Writing	OS.W.04	Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GI Writing -.Standards	Production and Distribution of S Writing	05.W.05	With guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach. {Editing for conventions should demonstrate command of Language standards 1-3 up to and including gradeS on pages 28 and 29.)
. Writing t0 Standards	Production and Distribution of Writing 5	05.W.06	With some guidance and support from adults use technology Including the Internet to produce and publish writing as well as to interact and collaborate with others demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
lii!) Writing Standards	Research to Build and Present Knowledge 5	5.W.07	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Writing ·· Standards	Research to Build and Present Knowledge 5	05.W.08	Recall relevant information from experiences or gather relevant information from print and digital sources summarize or paraphrase information in notes and finished work and provide a list of sources.
(iii Writing ·. Standards	Research to Build and Present Knowledge S	05.W.09.A	Apply grade 5 Reading standards to literature (e.g. Compare and contrast two or more characters settings or events In a story or a drama drawing on specific details in the text [e.g. how characters Interact]).
Writing	Research to Build and		Apply grade 5 Reading standards to informational texts (e.g. Explain how an author uses reasons and evidence to support

GJI	Standards	Present Knowledge	5	OS.W.09.B	particular points In a text identifying which reasons and evidence support which point[s)).
lii,Q	Writing Standards	Range of Writing	5	OS.W.IO	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.

Use Checked Standards

Winston Churchill School

4\1 **Fairfield School District** ill;   11-I]J iftEJ-4   Janet Goodman

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Standards $[Ec_5$--   •₁   Subject: [lii!l9Uage Arts   !]
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Standard	Strand	Grades	Index	CPI Description
0 Language Standards	Conventions of Standard English	6	06.L.01.A	Ensure that pronouns are in the proper case (subjective objective possessive).
⬜ Language Standards	Conventions of Standard English	6	06.L.01.B	Use intensive pronouns (e.g, myself ourselves).
⬜ Language Standards	Conventions of Standard English	6	06,L,OI.C	Recognize and correct inappropriate shifts in pronoun number and person,
CEJ Language Standards	Conventions of Standard English	6	06.L.OI.D	Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents),
Q Language Standards	Conventions of Standard English	6	06.L.OI.E	Recognize variations from standard English in their own and others writing and speaking and identify and use strategies to improve expression in conventiona l language.
Language Standards	Conventions of Standard English	6	06.L.02.A	Use punctuation (commas parentheses dashes) to set off nonrestrictiveparenthetical elements.
Q Language Standards	Conventions of Standard English	6	06.L.02.B	Spell correctly.
m IUJ Language Standards	Knowledge of Language	6	06.L.03.A	Vary sentence patterns for meaning reader listener interest and style.
lii:l Language Standards	; e of	6	06.L.03.B	Maintain consistency ·,n style and tone.
liiQ Language Standards	Vocabulary Acquisition and Use	6	06.L.04.A	Use context (e.g. the overall meaning of a sentence or paragraph a words position or function in a sentence) as a clue to the meaning of a word or phrase.
0 Language Standards	Vocabulary Acquisition and Use	6	05.L.04.B	Use common grade-appropriate Greek *or* Latin affixes and roots as clues to the meaning of a word (e.g. audience auditory audible).
Language Standards	Vocabulary Acquisition and Use	6	06.L.04.C	Consult reference materials (e.g. dictionaries glossaries thesauruses) both print and digital to find the pronunciation of a word or determine or clarify Its precise meaning or its part of speech.
0 Language Standards	Vocabulary Acquisition and Use	6	06,L.04.D	Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).
@ill Language Standards	Vocabulary Acquisition and Use	6	OG.L.OSA	Interpret figures of speech (e.g. personification) in context.
Q Language Standards	Vocabulary Acquisition and Use	6	OG.L.OS.B	Use the relationship between particular words (e.g, causeeffect partwhole itemcategory) to better understand each of the words.
[;;;J Language Standards	Vocabulary Acquisition and Use	6	OG.L.OS,C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy scrlmp'lng economical unwasteful thrifty).
iJ Language Standards	Vocabulary Acquisition and Use	6	06,L.06	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases gather vocabulary knowledge when considering a word or phrase important to comprehension or

expression.

Reading Standards for Literacy 1n HlstorySocial Studies	Key Ideas and D t e al's	6,7,8	06−08.RH.01	Cite specific textual evidence to support analysis of pnmary and secondary sources.
Reading Sta.ndards for Literacy m HistorySocial Studies	Key Ideas and Deta'ls	6,7,8	06−08.RH.02	Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
Reading Standards for Literacy In HistorySocial Studies	Key Ide sand DetailS a	6,7,8	06−08.RH.03	Identify key steps in a texts description of a process related to historysocial studies (e.g. how a bill becomes law how interest rates are raised or lowered).
Reading Sta.ndards for Literacy m HlstorySocial Studies	Craft and Structur e	6,7,8	06-08.RH.04	Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to historysocial studies.
Rea ing Sta.ndards for Literacy In HistorySocial Studies	Craft and Struct ure	6,7,8	06−08.RH.05	Describe how a text presents Information (e.g. sequentially comparatively causally).
Rea Ing Standards for Literacy m HistorySoclal Studies	Craft and Structure	6,7,8	06-08.RH.06	Identify aspects of a text that reveal an authors point of view or purpose (e.g. loaded language inclusion or avoidance of particular facts).
Reading Standards for Literacy In HistorySocial Studies	Integration of Knowledge and Ideas	6,7,8	06-08.RH.07	Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
Reading Standards for Literacy in HistorySoclal Studies	Integration of Knowledge and Ideas	6,7,8	06−08.RH.08	Distinguish among fact opinion and reasoned Judgment m a text.
Reading Standards for Literacy in HlstorySocial Studies	Integration of Knowledge and Ideas	6,7,8	06−08.RH.og	Analyze the relationship between a primary and secondary source on the same topic.
Rea ing Sta.ndards f<:r Literacy m H1storySoc1al Studies	: a n fand Level of Text Complexity	6,7,8	06-08.RH.10	By the end of grade 8 read and comprehend historysocial studies texts in the grades 6-8 text complexity band independently and proficiently.
Reading Standards for Literacy In Science and Technical Subjects	Key Ideas and Details	6,7,8	06-08.RST.Ol	Cite specific textual evidence to support analysis of science and technical texts.
Reading Standards for Literacy in Science and Technleal Subjects	Key Ideas and Details	6,7,8	06-08.RST.02	Determine the central Ideas or conclusions of a text provide an accurate .summary of the text distinct from prior knowledge or opinions.
Reading Standards for Literacy in Science and Technical Subjects	Key Ideas and Details	6,7,8	06-08.RST.03	Follow precisely a multistep procedure when carrying out experiments taking measurements or performing technical tasks.
Reading Standards for Literacy in Science and Technical Subjects	Craft and Structure	6,7,8	06-08.RST.04	Determine the meaning of symbols key terms and other domain-specific words and phrases as they are used in a specific scientific or teGhnlcal context relevant to grades 6-8 texts and topics.
Reading Standards for Literacy in Science and Technical Subjects	Craft and Structure	6,7,8	06-08.RST.OS	Analyze the structure an author uses to organize a text including how the major sections contribute to the whole and to an understanding of the topic.
Reading Standards for Literacy in Science and Technical Subjects	Craft and Structure	6,7,8	06-08.RST.06	Analyze the authors purpose in providing an explanation describing a procedure or discussing an experiment in a text.
Reading Standards for Literacy in Science and Technical Subjects	Integration of Knowledge and Ideas	6,7,8	06-08.RST.07	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. in a flowchart diagram model graph or table).
Reading Standards for Literacy in Science and Technical Subjects	Integration of Knowledge and Ideas	6,7,8	06-08.RST.08	Distinguish among facts reasoned judgment based on research findings and speculation in a text.

iJ Reading Standards for Literacy In Science and Technical Subjects	Integration of Knowledge and Ideas	6,7,8	06-08.RST.09	Compare and contrast the information gained from experiments simulations video or multimedia sources with that gained from reading a text on the same topic.
(;;;) Reading Standards for Literacy in Science and Technlea I Subjects	Range of Reading and Level of Text Complexity	6,7,8	06-08.RST.10	By the end of grade 8 read and comprehend sciencetechnlca/ texts in the grades 6-8 text complexity band independently and proficiently.
] · Reading Standards For Literature	Key Ideas and Details	6	06.RS.01	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Reading Standards For Literature	Key Ideas and Details	6	06.RS.02	Determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions or judgments.
[J Reading Standa.rds For Literature	Key Ideas and Details	6	06.RS.03	Describe how a particular storys or dramas plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
liill Reading Standards For Literature	Craft and Structure	6	06.RS.04	Determine the meaning of words and phrases as they are used in a text Including figurative and connotative meanings analyze the impact of a specific word choice on meaning and tone.
1WJ Reading Standards For Literature	Craft and Structure	6	06.RS.OS	Analyze how a particular sentence chapter scene or stanza fits into the overall structure of a text and contributes to the development of the theme setting or plot.
Reading Standards For Literature	Craft and Structure	6	06.RS.06	Explain how an author develops the point of view of the narrator or speaker in a text.
[3 Reading Standards For Literature	Integration of Knowledge and Ideas	6	06.RS.07	Compare and contrast the experience of reading a story drama or poem to listening to or viewing an audio video or Jive version of the text including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.
Gil Reading Standards For Literature	Integration of Knowledge and Ideas	6	06.RS.08	(Not applicable to literature)
Reading Standards For Literature	Integration of Knowledge and Ideas	6	06.RS.09	Compare and contrast texts in different forms or genres (e.g. stories and poems historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Reading Standards For Literature	Range of Reading and Level of Text Complexity	6	06 .RS.IO	By the end of the year read and comprehend literature including stories dramas and poems in the grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.
I;;;) ·· Reading Standards Informational Text	Key Ideas and Details	6	06.RI.OI	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Gil ·. Reading Standards Informational Text	Key Ideas and Details	6	06.RI.02	Determine a centra I idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions or judgments.
[] " Reading Standards Informatlona I Text	Key Ideas and Details	6	06.RI.03	Analyze in detaH how a key individual event or idea is introduced illustrated and elaborated in a text (e.g. through examples or anecdotes).
WI ·:.. Reading Standards Informational Text	Craft and Structure	6	06.RI.04	Determine the meaning of words and phrases as they are used in a text including figurative connotative and technical meanings.
GllJ Reading Standards Informational Text	Craft and Structure	6	06.RI.OS	Analyze how a particular sentence paragraph chapter or section fits into the overall structure of a text and contributes to the development of the Ideas.
tD · Reading Standards Informationa I Text	Craft and Structure	6	06.RI.06	Determine an authors point of view or purpose in a text and explain how It is conveyed in the text.
Reading Standards	Integration of			Integrate Information presented In different media or formats (e.g. visually quantitatively) as well as In

Q Informational Text	Knowledge and Ideas	6	6. RI.07	words to develop a coherent understanding of a topic or Issue.
O " Reading Standards Informational Text	Integration of Knowledge and Ideas	6	06.RI.08	Trace and evaluate the argument and specific claims in a text distinguishing claims that are supported by reasons and evidence from claims that are not.
Q ,,,, Reading Standards Informational Text	Integration of Knowledge and Ideas	6	Q6.RI.09	Compare and contrast one authors presentation of events with that of another (e.g. a memoir written by and a biography on the same person).
Q Reading Standards Informational Text	Range of Reading and Level of Text Complexity	6	06.RI.10	By the end of the year read and comprehend literary nonfiction In the grades 6-8 text complexity band proficiently with scaffolding as needed at the high end ofthe range.
Q " Speaking and Listening Standards	Comprehension and Collaboration	6	06.SL.OI.A	Come to discussions prepared having read or studied required material explicitly draw on that preparation by referring to evidence on the topic text or Issue to probe and reflect on ideas under discussion.
Speaking and Listening Standards	Comprehension and Collaboration	6	06.SL.OI.B	Follow rules for collegial discussions set specific goals and deadlines and define individual roles as needed.
Gill ,, Speaking and Listening Standards	Comprehension and Collaboration	6	06.SL.OI.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic text or issue under discussion.
Q ' Speaking and Listening Standards	Comprehension and Collaboration	6	06.SL.OI.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Speaking and Listening Standards	Comprehension and Collaboration	6	06.SL.02	Interpret Information presented in diverse media and formats (e.g. visually quantitatively orally) and explain how it contributes to a topic text or issue under study.
Q > Speaking and Listening Standards	Comprehension and Collaboration	6	06.SL.03	Delineate a speakers argument and specific claims distinguishing claims that are supported by reasons and evidence from claims that are not.
Ell ' Speaking and Listening Standards	Presentation of Knowledge and ideas	6	06.SL.04	Present claims and findings sequencing ideas logically and using pertinent descriptions facts and details to accentuate main ideas orthemes use appropriate eye contact adequate volume and clear pronunciation.
(::J Speaking and Listening Standards	Presentation of Knowledge and Ideas	6	06.SL.OS	Include multimedia components (e.g. graphics images music sound) and visual displays in presentations to clarify information.
f;jj ' Speaking and Listening Standards	Presentation of Knowledge and ideas	6	06.SL.06	Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)
Q Writing Standards	Text Types and Purposes	6	06.W .OI.A	Introduce claim(s) and organize the reasons and evidence clearly.
Q Writing Standands	Text Types and Purposes	6	06.W.OI.B	Support claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text.
!i>l Writing Standands'	Text Types and Purposes	6	06.W .OI.C	Use words phrases and clauses to clarify the relationships among claim(s) and reasons.
C3 Writing Standards	Text Types and Purposes	6	06.W.OI.D	Establish and maintain a formal style.
Q Writing Standards	Text Types and Purposes	6	06.W.OI.E	Provide a concluding statement or section that follows from the argument presented.
Writing Standards	Text Types, and Purposes	6	06.W.02.A	Introduce a topic organize ideas concepts and information using strategies such as definition classification comparisoncontrast and causeeffect include formatting (e.g. headings) graphics (e,g.charts tables) and multimedia when useful to aiding comprehension.
Q Writing Standards	Text Types and Purposes	6	06.W.02.B	Develop the topic with relevant facts definitions concrete details quotations or other information and examples.

Ui) W rlting Standards	Text Types and Purposes	6	06.W.02.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
Q Writing Standards	Text Types and Purposes	6	06.W.02.D	Use precise language and domain-specific vocabulary to Inform about or explain the top/c.
§. Writing Standards	Text Types and Purposes	6	06.W .02.E	Establish and maintain a formal style.
Q Writing Standards	Text Types and Purposes	6	06.W.02.F	Provide a concluding statement or section that follows from the information or explanation presented.
WI Writing Standards	Text Types and Purposes	6	06.W.03.A	Engage and orient the reader by establishing a context and introducing a narrator andor characters organize an event sequence that unfolds naturally and logically.
G Writing Standards	Text Types and Purposes	6	06.W.03.B	Use narrative techniques such as dialogue pacing and description to develop experiences events andor characters.
(jij] Writing Standards	Text Types and Purposes	6	06.W .03.C	Use a variety of transition words phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
Writing Standards	Text Types and Purposes	6	06.W.03.D	Use precise words and phrases relevant descriptive details and sensory language to convey experiences and events.
Q Writi.ng Standards	Text Types and Purposes	6	06.W.03.E	Provide a conclusion that follows from the narrated **exp riences or events.**
Writing Standards	Production and Distribution of Writing	6	06.W.04	Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. (Grade-specific expectations for writing types are defined In standards 1-3 above.)
Writing Standards	Production and Distribution of Writing	6	06.W.OS	With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)
Cl Writing Standards	Production and Distribution of Writing	6	06.W.06	Use technology including the Internet to produce and publish writing as well as to interact and collaborate with others demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Writing Standards	Research to Build and Present Knowledge	6	06.W.07	Conduct short research projects to answer a question drawing on several sources and refocusing the inquiry when appropriate.
Wi Writing Standards	Research to Build and Present Knowledge	6	06.W .08	Gather relevant information from multiple print and digital sources assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Writing Standards	Research to Build and Present Knowledge	6	06.W .09.A	Apply grade 6 Reading standards to literature (e.g. Compare and contrast texts in different forms or genres [e.g. stories and poems historical novels and fantasy storles]In terms of their approaches to similar themes and topics).
IEl Writing Standards	Research to Build and Present Knowledge	6	06.W.09.B	Apply grade 6 Reading standards to literary nonfiction (e.g. Trace and evaluate the argument and specific claims In a text distinguishing claims that are supported by reasons and evidence from claims that are not).
fiiJ Writing Standards	Range of Writing	6	06.W .10	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
tEl Writing Standards for Literacy in HistorySocial StudiesSclencea nd	Text Types and Purposes	6,7,8	06-08.WST.Ol.A	Introduce claim(s) about a topic or issue acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.

Technical Subjects Writing Standards for Literacy in HistorySoclal StudiesScienceand Technical Subjects	Text Types and Purposes	6,7,8	06-08.WST.01.B	Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible· **sources.**
Writing Standards for Literacy In HistorySocial StudiesScienceand Technical Subjects	Text Types and Purposes	6,7,8	6‑8.WSTOl.C	Use words phrases and clauses to create cohesion and clarify the relationships ar:nong claim(s) counterclaims reasons and evrdence.
Writing Standards for Literacy in (] HistorySoclal StudiesScienceand Teclinita !.Subjects	Text Types and Purposes	6,7,8	twsT.Ol.D	Establish and maintain a formal style.
Writing Standards for Literacy in Giil HistorySocial StudiesScienceand Technical Subjects	Text Types and **Purposes**	6,7,8	06-08.WST.01.E	Provide a concluding statement or section that follows from and supports the argument presented.
Writing Standards for Literacy in [:;) HistorySocial StudlesSclencea nd Technical Subjects	Text Types and **Purposes**	6,7,8	06-8. WST.02.A	Introduce a topic clearly previewing what is to follow organize Ideas concepts and information into broader categories as appropriate to achieving purpose include formatting (e.g. headings) graphics (e.g. charts tables) and multimedia when useful to aiding comprehension.
Writing Standards for Literacy in 5J HistorySocia l StudlesSclencea nd Technical Subjects	Text Types and Purposes	6,7,8	06-08.WST.02.6	Develop the topic with relevant well-chosen facts ?efinitlons concrete details quotations or other mformatron and examples.
Writing Standards for Literacy in la!l HlstorySocial StudiesSclenceand Technical Subjects	Text Types and Purposes	6,7,8	6‑B.WST.o2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Writing Standards for Literacy in liS HistorySocial StudiesSclencea nd Technical Subjects	Text Types and Purposes	6,7,8	06-08.WST.02.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Writing Standards for Literacy in HistorySocial StudiesSciencea nd Technica l Subjects	Text Types and Purposes	6,7,8	06-08.WST.02.E	Establish and maintain a formal style and objective tone.
Writing Standards for Literacy in Cil HistorySocial StudiesScienceand Technical Subjects	Text Types and Purposes	6,7,8	06‑08.WST.o2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
Writing Standards for Literacy In l:iil HistorySocial StudiesSclenceand Technica l Subjects	Text Types and Purposes	6,7,8	06-08.WST.03	(See note not applicable as a seperate requirement)
Writing Standards for Literacy in Gil HistorySocial StudiesScienceand Technical subjects	Production and Distribution of Writing	6,7,8	06-08.WST.04	Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.
Writing Standards for Literacy In W HistorySocial StudlesSclencea nd Technical Subjects	Production and Distribution of Writing	6,7,8	06-08.WST.05	With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed.

Writing Standards

for Literacy in HlstorySoclai StudiesScienceand Technical Subjects	Production and Distribution of Writing	6,7,8	06-08.WST.06	Use technology including the Internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Writing Standards for Literacy in GI HistorySocial StudiesSclencea nd Technical Subjects	Research to Build and Present Knowledge	6,7,8	06-08.WST.07	Conduct short research projects to answer a question (including a self-generated question) draWing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.
Writing Standards for Literacy In liiiH HistorySocia l StudiesScienceand Technical Subjects	Research to Build and Present Knowledge	6,7,8	06-08.WST.08	Gather relevant information from multiple print and digital sources using search terms effectively assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Writing Standards for Literacy in Q HistorySocial StudiesSciencea nd Technical Subjects	Research to Build and Present Knowledge	6,7,8	06-08.WST.09	Draw evidence from informational texts to support analysis reflection and research.
Writing Standards for Literacy in f.l HistorySocial StudiesSclencea nd Technical Subjects	Range of Writing	6,7,8	06-08.WST.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.

I Use Checked Standards I

APPENDIX B: AASL Standards for the 21st -Century Learner

@EARNERS USE SKILLS, RESOURCES, & TOOLS TO:

Stan ard 1: Inquire, think critically, and gain knowledge

1.1 Skills

1.1.1 Follow an inquiry·based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifyfng misconceptions, main nd supporting ideas, conflicting information, and point of view or bias.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing in uiry.

1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

1.2.2 Demonstrate confidence and self·direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

1.2.6 Display emotional resilience by persisting in information searching despite challenges.

i:1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3　Responsibilities

•3.1 Respect copyright/ intellectual property rights of creators and producers.

W.3.2 Seek divergent perspectives during information gathering and assessment.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3A Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

1.4.4 Seek appropriate help when it is needed

Standard Two: Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge

2.1 Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

.,,,t.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each f:t cific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

2.4.1 Determine how to act on information (accept, reject, modify).

_..4.2 Reflect on systematic process, and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigation

Standard Three: Share knowledge and participate ethnically and productively as members of our democratic society.

3.1 Skills

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.5 Connect learning to community issues.

;)3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and formal situat1ons.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

e.3.7 Respect the principles of intellectual freedom.

3.4 Self-Assessment Strategies

3.4.1 1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints

Standard Four: Pursue person and aesthetic growth

4.1 Skills

.1.1 Read, view, and Listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.3 3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.7 Use social networks and information tools to gather and share information.

4.1.8 Use creative and artistic formats to express personal Learning.

4.2 Dispositions in Action

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic :gequirements.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for Literature by electing to read for pleasure and expressing an interest in various Literary genres.

4.3 Responsibilities

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.2 Recognize that resources are created for a variety of purposes.

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies

4.4.1 Identify own areas of interest.

e.4.2 Recognize the limits of own personal knowledge.

4.4.3 3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and need.

LIBRARY CURRlCULUM

APPENDIXC

2014 ew Jersey Core Cuniculum. Stand.2u!:'ds- Technology

Content Area	Teelmo[ory		
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		B.1.P.A4	Use basic techno-logy terms inil>e proper c:onte:rt inoon"lc-et:sation with peers and !€.ach,.·;. {e.g. """"""""'· tahlet In!emet mcu.se,l:eyiooc.w:l, am1 primei).
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K"--	Uru:J;o_r$ttmd and ure tochnolo,;;v sv ;tems.	8.U.A1	Identify the basic featl.lres of a digital device and e.;;plain i1ll ;mrpme.
	Select and l1Se applicotioos e!fuctio;"2fy and productively.	8.U.A.2	Create a docrmle<1! """rug a\lrord.E!oce;;hlng "f.l0runioo..
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Grade	Content Statement	Indicator	Indicator
			the analysis of the data.
		8.1.5.A.5	Create and use a database to answer basic questions.
		8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that e"Jllains the analysis of the data.
6-8	Understand and use technology systems.	8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	Select and use applications effectively and productively.	8.1.8.A.2	Create a document (e.g. newsletter. reports. personalized learning plan. business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
		8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
		8.1.8.A.4	Graph and calculate data within a spreadsheet and present a sununary of the results
		8.1.8.A.5	Create a database query. sort and create a report and describe the process. and explain the report results.
9-12	Understand and use technology systems.	8. Ll2.A.l	Create a personal digital portfolio which reflects personal and academic **interests, achievements, and career aspirations by using a variety of digital tools and resources.**
	Select and use applications effectively and productively.	8.1.l2.A.2	Produce and edit a multi-page digital docwnent for a commercial or professional audience and present it to peers and/or protessionals in that related area for review.
		8.1.12.A.3	Collaborate in online courses, learning communities. social networks or virtual worlds to discuss a resolution to a problem or issue.
		8.1.l2.A.4	Construct a spreadsheet workbook with multiple worksheets. rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
		8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process. and explain the report results.

Content Area	Technology
Standard	8.1 Educational Technology: All students will use digital tools to access. manage, evaluate, and synthesize information in order to solve problems individually_and collaborate and to create and communicate knowledge.
Strand	B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process usin£ technofo£v.*
Grade Level	Content Statement Students will:	Indicator	Indicator

2

bands				
p	Apply existing knowledge to generate new ideas, products, or processes.		8. l.P.B. I	Create a story about a picture taken by the student on a digital camera or mobile device.
K-2			8. I .2.B.l	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
⁀-⁀	Create original works as a means of personal or group expression.		8. I .5.B.l	Collaborative to produce a digital story about a significant local event or issue based on first·person interviews.
6·8			8.1.8.8.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
9·12			8.1.12.8.2	Apply previous content knowledge by creating and piloting a digital Jearnino: game or tutoriaL

Content Area	Technology	
Standard	8.1 Educational Technology: All students will use digital tools to access, mauage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand	C. Communication arnd Collaboration: *Students use digital media and environments to communicate and work collaboratively, including_at a djstance, to support individual/earning and contribute to the lean1ing of others.*	

Grade Level bands	Content Statement		Indicator	Indicator
p	Interact. collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.		8.1.P.C.l	Collaborate with peers by participating in interactive digital games or activities.
K-2			8.1.2.C.I	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
3-5	Communicate information and ideas to multiple audiences using a variety of media and formats. Develop cultural understanding and global awareness by engaging with learners of other cultures.		8. !.S.C.!	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
6-8			8.1.8.C.I	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
9-12	Contribute to project teams to produce original works or solve problems.		8.1.12.C.l	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online conununity.

Content Area		Technology

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Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Strand	**D. Digital Citizenship:** *Students understand human. cultural. and societal issues related to technology and practice legal and ethical behavior.*		

Grade Level bands	Content Statement	Indicator	Indicator
K-2	Advocate and practice safe, legal, and responsible use of infonnation and technology.	8.1.2.D.l	Develop an understanding of ownership of print and nonprint information.
3-5	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.5.D.1	Understand the need for and use of copyrights.
		8.1.5.D.2	Analyze the resource citations in online materials for proper use.
	Demonstrate personal responsibility for lifelong learning.	8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
	Exhibit leadership for digital citizenship.	8.1.5.0.4	**Understand digital citizenship and demonstrate an understanding of the** personal consequences of inappropriate use of technology and social **media.**
6-8	Advocate and practice safe, legal, a11d responsible use of information and technology.	8.1.8.D.l	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
	Demonstrate personal responsibility for lifelong learning.	8.1.8.D.2	Demonstrate the application of appropriate citations to di!!ital content.
		8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
	Exhibit leadership for digital citizenship.	8.1.8.D.4	Assess the credibility and accuracy of digital content.
		8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
9-12	Advocate and practice safe, legal, and responsible use ofinfonnation and teclmology.	8.1.12.D.l	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	Demonstrate personal responsibility for	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking)

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lifelong learning.			and disclosure, and on dissemination of Jl.ersonal information.
		8.1.12.0.3	Compare and contrast policies on filtering and censorship both locally and globally.
	Exhibit leadership for digital citizenship.	8.1.12.0.4	Research and understand the positive and negative impact of one's digital footprint.
		8.1.12.0.5	Analyze the capabilities and limitations of current and emerging technology resomces and assess their potential to address personal, social, lifelong learning, and career needs.

Content Area	Technolo:Y
Standard	8.1 Educational Technology: All students w;IJ use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledue.
Strand	E: Research and Information Fluency: *Students applv digital tools to gather, evaluate, and use information.*

Grade Level bands	Content Statement Students will:	Indicator	Indicator
p	Plan strategies to guide inquiry.	8.1.P.E.l	Use the Internet to explore and investigate questions with a teacher's support.
K-2	Plan strategies to guide inquiry **Locate, organize, analyze, evaluate,** synthesize, and ethically use information **from a variety of sources and media.** Evaluate and select infonnation sources and digital tools based on the appropriateness for specific tasks.	8.1.2.E.l	Use digital tools and online resources to explore a problem or issue.
3-5	Plan strategies to guide inquiry. **Locate, organize, analyze, evaluate,** synthesize, and ethically use information from a variety of sources and media. **Evaluate and select information sources** and digital tools based on the	8.1 .S.E.l	Use digital tools to research and evaluate the accuracy ot: relevance to, and appropriateness of using print and non-print electronic inforn1ation sources to complete a variety of tasks.

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	appropriateness for specific tasks.		
6-8	Plan strategies to guide inquiry. Locate organize, analyze, evaluate: synthesize, and ethically use information rrom a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.	8.1.8.E.l	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
9-12	Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use infonnation from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.	8. 1.l2.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
		8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Content Area	Technoloi(Y
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledffe.
Strand	F: **Critical thinking, problem solving, and decision making:** *Studt:nts use r.:rifical Ihinking skills to plan dnd conduct rest?drch. m{mage projects, solve probl<?ms, and make ii?fixmed decisions using appropriate digitai tools rY.nd rt?soun..:es.*

Grade Level bands	Content Statement Students will:	Indicator	Indicator
K-2	IdentifY and define authentic problems and significant questions for	8.1.2.F.1	Use geographic mapping tools to plan and solve problems.

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	investigation.		
	Plan and manage activities to develop a solution or complete a project.		
	Collect and analyze data to identifY solutions and/or make informed decisions.		
	Use multiple processes and diverse perspectives to explore alternative solutions.		
3-5	IdentifY and define authentic problems and significant q!!estions for **investigation.**	8. 1.5.F. I	Apply digital tools to collect, organize. and analyze data that support a **scientific finding.**
	Plan and manage activities to develop a solution or complete a project.		
	Collect and analyze data to identifY solutions and/or make informed decisions.		
	Use multiple processes and diverse perspectives to explore alternative solutions		
6-8	IdentifY and define authentic problems and significant questions for investigation.	8.1.8.F.I	Explore a local issue, by using digital tools to collect and analyze data to identifY a solution and make an informed decision.
	Plan and manage activities to develop a solution or complete a project.		
	Collect and analyze data to identifY solutions and/or make inforn1ed decisions.		
	Use multiple processes and diverse perspectives to explore alternative		

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	solutions.		
9-12	Identify and define authentic problems **and significant questions for** investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify **solutions and/or make informed decisions.** Use multiple processes and diverse perspectives to explore alternative solutions.	8.1.!2.F.l	Evaluate the strengths and limitations of emerging technologies and their **impact on educational career, personal and or social needs.**

2014 New Jersey Core Curriculum Standards- Technology

Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and! Computational Thinking: Programming and Coding: All students will develop an understanding of the nature and impact oftechnology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Strand	A. The Nature of Technology: Creativity and hmovation *Technology systems impact eve1y aspect of the world in which H'e live.*		
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
K-2	The characteristics and scope of technology.	8.2.2.A.l	Define products produced as a result of technology or of nature.
		8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
	The core concepts of technology.	8.2.2.A,3	IdentifY a system and the components that work together to accomplish its purpose.
		8,2.2.A.4	Choose a product to make and plan the tools and materials needed.
	The relationships among technologies and the coru1ections between technology and other fields of study.	8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
3-5	The characteristics and scope of technology.	8.2.5.A.l	Compare and contrast how products made in nature differ from products that are human made in how thev are produced and used.
		8.2.5.A.2	Investigate and present factors that influence the development and function of a product and a system.
	The core concepts of technology.	8.2.5.A.3	Investigate and present factors that influence the development and function of products and systems, e.g.: resources, criteria and constraints.
	The relationships among technologies and the connections between	8.2,5,A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

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Grade	Content Statement	Indicator	Indicator
	technology and other fields of study.	8.2.5.A.5	IdentitY how improvement in the understanding of materials science impacts technologies.
6-8	The characteristics and scope of technology.	8.2.8.A.1	Research a product that was designed for a specific demand and identifY how the product has changed to meet new demands (i.e. telephone for communication- smart phone for mobility needs).
	The core concepts of technology.	8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the svstem.
		8.2.8.A.3	Investigate a malfunction in any part of a system and identify its impacts.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
		8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
9-12	The characteristics and scope of technology.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-<JtTs and risks, related to the use of the innovation.
	The core concepts of technology.	8.2.12.A.2	Analyze a current technology and the resources used, to identifY the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.

Content Area	Technology
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking: Programming and Coding: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the **environment.**
Strand	B. Technology and Society: *Knowledge and understanding of human. cultural and society values arefwulamental when desif!7lin?, technolo;;;y•systems andproducts inthe global society.*
Grade	Content Statement Indicator Indicator

2

Level bands	Students wm be able to mulerstand:		
K-2	The cultural, social, economic and political effects of technology.	8.2.2.B.I	IdentifY how technology impacts or improves life.
	The effects of technology on the environment.	8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
	The role of society in the development and use of technology.	8.2.2.B.3	IdentifY products or systems that are designed to meet human needs.
	The influence of technology on history.	8.2.2.8.4	IdentifY how the ways people live and work has changed because of technology.
3-5	The cultural, social, economic and political effects oftechnolo<>V.	8.2.5.B.1	Examine ethical considerations in the development and production of a product through its life cycle.
	The effects of technology on the environment	8.2.5.8.2	**Examine systerrts used for recycling and recommend simplification of the systems and** share with product developers.
		8.2.5.8.3	Investigate ways that various technologies are being developed and used to reduce improper use of resources.
	The role of society in the development and use of technology.	8.2.5.8.4	Research technologies that have changed due to society's changing needs and wants.
		8.2.5.8.5	Explain the purpose of intellectual property law.
	The influence of technology on history.	8.2.5.8.6	Compare and discuss how technologies have influenced hist01y in the past century.
6-8	The cultural, social, economic and political effects of technology.	8.2.8.8.!	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
		8.2,8.8.2	IdentifY the desired and undesired consequences from the use of a product or system.
	The effects of technology on	8.2.8.8.3	Research and analyze the ethical issues of a product or system on the envirorunent and

3

	the environment		report findings for review by peers and /or experts.
		8.2.8.8.4	Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.
	The role of society in tile development and use of technology.	8.2.8.B.5	Identify new teclmologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
		8.2.8.B.6	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
	The influence of technology on history.	8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
9-12	The cultural, social, economic and political effects of technology.	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design. creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a teclmotogy used in a given period of history, e.g., stone age, industrial revolution or infom1ation age, and identify their impact and how they may have changed to meet human needs and wants.
		8.2.l2.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product. and present the competing viewpoints to peers for review.

Content Area	Tecbnolo v
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking: Programming and Coding: All students will develop an understanding of the nature and impact of technology, engineering, technological design, compntational thinking and the designed world as they relate to the individual, global society, and the **environment.**

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Strand	C. Desi2n: *The desi?Jl process is a svstematic approach to solvinz problems.*		
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
K-2	The attributes of design.	8.2.2.C.l	Brainstorm ideas on how to solve a problem or build a product.
		8.2.2.C.2	**Create a drmving of a product or device that communicates its function to peers and** discuss.
		8.2.2.C.3	Explain why we need to make new products.
	The application of **engineering design.**	8.2.2.C.4	IdentifY desimed products and brainstorm how to improve one used in the classroom.
		8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
	The role of troubleshooting, research and development, **invention and innovation and experimentation in problem** solvino-_	8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
3-5	The attributes of design.	8.2.5.C.l	Collaborate with peers to illustrate components of a designed system.
		8.2.5.C.2	E;;plain how specifications and limitations can be used to direct a product"s development.
		8.2.5.C3	Research how design modifications have lead to new products.
	The application of **engineering design.**	8.2.5.C.4	Collaborate and brainstonn with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.
		8.2.5.C.5	Explain the fimctions of a system and subsystems.
	The role of troubleshooting, research and development, **invention and innovation and** experimentation in problem **solving.**	8.2.5.C.6	Examine a malfunctioning tool and identifY the process to troubleshoot and present options to repair the tool.
		8.2.5.C.7	Work with peers to redesign an existing product for a different purpose.
6-8	The attributes of design.	8.2.8.C.l	Explain how different teams/groups can contribute to the overall design of a product.

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		8.2.8.C.2	Explain the need for optimization in a design process.
		8.2.8.C.3	Evaluate the function. value. and aesthetics of a technological product or system. from the perspective of the user and the producer.
	The application of **engineering design.**	8.2.8.C.4	IdentiJY the steps in the design process that would be used to solve a designated problem.
		8.2.8.C.5	Explain the interdependence of a subsystem that operates as part of a system.
			Create a technical sketch of a product with materials and measurements labeled.
	The role of troubleshooting, research and development, **invention and innovation and experimentation in problem solving.**	8.2.8.C.6	Collaborate to ex-amine a malfunctioning system and identifY the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
		8.2.8.C.7	Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
		8.2.8.C.8	Develop a proposal for a chosen solution that include models (physical, graphical or **mathematical) to communicate the solution to peers.**
9-12	The attributes of design.	8.2.l2.C.l	Explain how open source technologies follow the design process.
		8.2.!2.C.2	Analyze a product and how it has changed or might change over time to meet hunmn needs and wants.
	The application of **engineering design.**	8.2.l2.C.3	Analyze a product or system for factors such as safety, reliability. economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors enaineering (eraonomics).
		8.2.12.C.4	Explain and identiJY interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, **invention and innovation and** experimentation in problem **solving.**	8.2.12.C.6	**Research an existing product, reverse engineer and redesign it to improve form and** function.
		8.2.l2.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identiJY trade-offs and constraints, and document the process **through drawings that include clata and m terials.**

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Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking: Programming and Coding: All students will develop an understanding of the nature and impact of technology, engineering, technological design, comp11tational thinking and the designed world as they relate to the individual, global society, and the **environment.**		
Strand	D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into p!oducrs and systems.*		
Grnde Level bands	Content Statement Students will understand bow to:	Indicator	Indicator
K-2	Apply the design process.	8.2.2.D.l	Collaborate and apply a design process to solve a simple problem from everyday experiences.
	Use and maintain technological products and systems.	8.2.2.0.2	Discover how a product works by taking it apart, sketching how parts fit. and putting it back together.
		8.2.2.03	IdentifY the strengths and weaknesses in a product or system.
		8.2.2.0.4	IdentifY the resources needed to create technological products or systems.
	Assess the impact of products and systems.	8.2.2.0.5	IdentifY how using a tool (such as a bucket or wagon) aids in reducing work.
3-5	Apply the design process.	8.2.5.0.1	IdentifY and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identifY constraints and trade-offs to be considered.
		8.2.5.D.2	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate_]J_otential solutions.
	Use and maintain technological products and systems.	8.2.5.0.3	Follow step by step directions to assemble a product or solve a problem.
		8.2.5.0.4	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
		8.2.5.0.5	Describe how resources such as material, energy, infornmtion, time, tools, people and capital are used in products or systems:
	Assess the impact of products and systems.	8.2.5.0.6	Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or tern should be used.
		8.2.5.D.7	Explain the impact that resources such as energy and materials used in a process to

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			produce products or system have on the environment.
6-8	Apply the design process.	8.2.8.0.1	Design and create a product that addresses a real world problem using a design process **under specific constraints.**
		8.2.8.1.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
		8.2.8.1.3	Build a prototype that meets a STEM-based design challenge using science. enllineering, and math_]JfinciQ!es that validate a solution.
	Use **and maintain** technological products and systems.	8.2.8.0.4	Research and publish the steps for using and maintaining a product or system and **incorporate diagrams or images throughout to enhance user comprehension.**
	Assess the impact of products and systems.	8.2.8.0.5	**Explain the impact of resource selection and the production process in the development** of a common or technological product or system.
		8.2.8.0.6	Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the **environment.**
9-12	Apply the design process.	8.2.12.0.1	Design and create a prototype *to* solve a real world problem using a design process, identifY constraints addressed during the creation of the prototype, identifY trade-offs made, and present the solution for peer review.
		8.2.12.0.2	Write a feasibility study of a product to include: economic, market, technical. financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.0.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.
	Assess the impact of products and systems.	8.2.12.0.4	Assess the impacts of emer<>in<> technologies on developing countries.
		8.2.12.0.5	Explain how material processing impacts the quality of engineered and fabricated products.

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		8.2.12.0.6	Synthesize data. analyze trends and draw conclusions regarding the effect of a technology on the individual, society. or the environment and publish conclusions.
Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking: Programming and Coding: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the **environment.**		
Strand	E. Computational Thinking: Programming and Coding: *Computational thinking builds and enhances problem solving, allowing students to move bevond using knowledge to creating knowledge.*		
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
K-2	Computational thinking, **coding, and computer programming as tools used in design and engineering.**	8.2.2.E.I	List and demonstrate the steps to an everyday task.
		8.2.2.E.2	Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays infommtion *as* output.
		8.2.2.E.3	Create algorithms (a set of instructions) using a pre-defined set of commands (e.g, to move a student or a character through a maze).
		8.2.2.E.4	**Debug an algorithn1 (i.e., correct an error).**
		8.2.2.E.5	Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operatinoc system, debug, and al_gorithm).
3-5	Computational thinking, coding, and computer **programming as tools used in design and engineering.**	8.2.S.E.l	IdentifY how computer programming impacts our everyday lives.
		8.2.S.E.2	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
		8.2.S.E.3	**Using a simple, visual programming language, create a program using loops, events and**

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			procedures to generate specific output
		8.2.5.E.4	Use appropriate tenns in conversation (e.g., algorithm, program, debug, loop, events. procedures, memory. storage, processing, software, coding, procedure, loop, and data).
6-8	Computational thinking, coding, and computer programming as tools used in design and enginee.ring.	8.2.8.E.l	IdentifY ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
		8.2.8.E.2	Demonstrate an understanding of the relationship between hardware and software.
		8.2.8.E.3	Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.
		8.2.8.E.4	Use appropriate terms in conversation (e.g., programming, language, data, RAM, RAO, Boolean logic terms).
9-12	Computational thinking, coding, and computer programming as tools used in design and engineering.	8.2.12.E.l	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.!2.E.2	Analyze the relationsh betvveen internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals. diagnostic software, GU!, abstraction, variables, data types and conditional statements).