



DEPARTMENT OF  
**EDUCATION**



# Essential Competencies by Grade Level English

*Developing leaders for success*

2022

**Published by**

**Puerto Rico Department of Education**

Ave. Tnte. César González, esq. Calle Juan Calaf,  
Urb. Industrial Tres Monjitas  
Hato Rey, P.R. 00917

Phone: (787)759-2000

© julio 2022 by the Puerto Rico Department of Education  
All rights reserved

**Cover image**

Sara L. Sánchez Brito  
Student  
Luis Muñoz Iglesias School of Cidra  
Caguas Regional Education Office

DEPARTMENT OF  
**EDUCATION**



# **Essential Competencies by Grade Level**

**English Program**

**2022**

### **PUBLIC POLICY NOTICE**

The Puerto Rico Department of Education does not discriminate in any way based on age, race, color, sex, birth, veteran status, political or religious ideology, national origin or status, sexual orientation or gender identity, disability, or physical or mental disability; or for being a victim of domestic violence, sexual assault, or stalking.



## TABLE OF CONTENTS

---

SECRETARY'S MESSAGE .....	vi
EDITORIAL BOARD .....	vii
INTRODUCTION .....	viii
KINDERGARTEN .....	1
FIRST GRADE.....	14
SECOND GRADE .....	30
THIRD GRADE .....	46
FOURTH GRADE .....	52
FIFTH GRADE .....	62
SIXTH GRADE .....	70
SEVENTH GRADE.....	77
EIGHTH GRADE .....	85
NINTH GRADE .....	93
TENTH GRADE.....	103
ELEVENTH GRADE .....	113
TWELFTH GRADE.....	120
COLLABORATORS.....	128

## SECRETARY'S MESSAGE

DEPARTMENT OF  
**EDUCATION**



Secretary | Eliezer Ramos Parés, Esq. | [ramos@de.pr.gov](mailto:ramos@de.pr.gov)

### ACADEMIC SERVICES CURRICULUM REVISION PROJECT

The Puerto Rico Department of Education (PRDE) directs its actions toward the pursuit of quality and equity in the learning of all our students. Our goal is to prepare them to compete on equal terms with other citizens of the world. The documents presented with in this document, as a result of the curricular revision process of the Academic Services Area, contribute to achieve this goal. This is a rigorous, aligned, and enriched curriculum. The scope and sequence, at each grade level, is in accordance with the stages of human development of our students.

In this sense, teachers receive a set of tools to develop students' knowledge, skills, and attitudes in each subject, based on critical thinking, creative thinking, and attitudes for academic success. In addition, they allow a comprehensive training that strengthens learning linked to art, technology, health, and physical education considering an approach of equity and respect for students, their interests, aptitudes, and contexts.

Teachers, have a leading role in the holistic and integral development of students. Through standards and expectations, essential competencies, curriculum frameworks, curriculum maps or thematic outlines, and syllabus, you will fulfill this important mission. This will enable you to more effectively direct instructional planning and classroom action to achieve meaningful learning for their students.

We have worked to help each of our students achieve success in their academic and personal lives. I thank all those who participated in the focus groups and contributed with their knowledge, valuable experiences, and recommendations in the construction of the new tools. I am convinced that, with the support of the school community, the dedication of each teacher and the efforts of our students, we will be able to advance towards our goal in benefit of all the children and young people in our educational system.

Eliezer Ramos Parés, Esq.  
Secretary

Ave. Traz. César González esq. Calle Juan Calaf, Urb. Industrial Tres Moñizas, Hato Rey, Puerto Rico 00917 • P.O. Box 190739 San Juan, PR 00919-0739 • Tel. 787.739.2000 • [www.de.pr.gov](http://www.de.pr.gov)

The Department of Education does not discriminate in any way based on age, race, color, sex, birth, veteran status, political or religious ideology, origin or social status, sexual orientation or gender identity, disability or physical or mental impairment; nor because you are a victim of domestic violence, sexual assault or stalking.



## **EDITORIAL BOARD**

**Eliezer Ramos Parés, Esq.**  
Secretary

**Mr. Luis González Rosario**  
Associate Undersecretary

**Dr. Ángel A. Toledo López**  
Undersecretary for Academic  
and Programmatic Affairs

**Dr. Beverly Morro-Vega**  
Assistant Secretary of  
Academic Services

**Prof. Patricia Nieves**  
Operations Manager  
English Program

## INTRODUCTION

---

The concept of "competence" in academic contexts has its origins in the fields of linguistics, sociolinguistics, social theory, and psychology. For some time, it was closely related to occupational and technical education. However, it takes on a different notion, when it moves to the cognitive aspect, to promote the development of educational or intellectual competencies linking knowledge, skills, attitudes, and values to provide a holistic and integral education. This vision is supported by UNESCO, an organization that in 1996 defined the concept as a "set of socio-affective behaviors and cognitive, psychological, sensory and motor skills that allow to adequately carry out a performance, a function, an activity or a task".

Competency-based education is built on the premise that the student is the reason for being of the educational system. This approach seeks to provide students with the ability to autonomously solve problems in a creative manner and enables them to collaborate in their community, immediate and global society. It aims to respond to the knowledge society and the use of new technologies by ensuring that students have the necessary knowledge, skills, and aptitudes within one or more content areas to perform a task or activity effectively and efficiently. In other words, it focuses on developing the Four Pillars of Education (Delors, 1994): learning to know, learning to do, learning to live together, and learning to be.

Competency-based education, far from being a behavioral and fragmented education, is nurtured by critical, dynamic, and comprehensive educational theories and approaches. It is based on students' needs, learning styles, individual capabilities, and potentialities to achieve their full potential. In this approach, pedagogical action is centered on practical experience and on a behavior, an action or a performance that is necessarily linked to knowledge to achieve its purposes. It implies the requirement of criticality to analyze and solve problems, creativity to find promising solutions, the strengthening of human sensitivity to develop the ability to work and collaborate in multidisciplinary teams and the ability to learn to learn and adapt.

For all the above, in the Curricular Revision Project of Academic Services 2022, the Core Competencies of each grade in each subject have been identified to:

- establish the essential knowledge that must be known and mastered by each student in each grade, according to the subject.
- support the satisfactory performance of students so that they progress in the deep understanding of the essential contents.
- to favor teaching to accelerate learning with the objective of closing the learning and academic achievement gaps to reduce educational lagging.
- support the planning process of the teaching and learning process, so that the contents during the school year are reviewed, and in emergency situations due to force majeure are prioritized to ensure that the student masters the essentials of the grade in each subject upon promotion.

The Core Competencies are made visible in the normative documents that constitute the work tools for the teachers of the academic programs, such as: the standards and expectations manuals and the



curricular maps or thematic outlines, as applicable. This structure is intended to facilitate the work of teachers, since we recognize that teachers are the main resource of the educational system. They are the mediators and facilitators of learning who assume a new role, dedicating most of their time to working directly with students.

We invite all teachers to analyze and use this Core Competencies tool to generate significant learning in their students.



English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
<b>Listening/ Speaking</b>		K.LS.1.1	Listen Interact Oral Presentations	With guidance and support, listen to and interact with peers and teachers during read-alouds, social interactions, group activities, and informal oral presentations.
		K.LS.1.1a	Basic Instructions, Routine questions	Follow basic instructions and ask and answer routine questions appropriate to the topic.
		K.LS.1.1b	Simple commands 2-step instructions Directions	Listen and respond to simple commands and 2-step instructions and directions.
		K.LS.1.1c	Greetings Farewells Courtesy Expressions	Offer and respond to greetings/farewells using appropriate courtesy expressions.
		K.LS.1.1d	Pronunciation Repetition Rhyme	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.
		K.LS.1.1e	Simple 5W & 1H questions	Listen and respond to simple 5W and 1H questions.

English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
		K.LS.2.1	Collaborative Conversations Relate Personal Experience Simple Yes/No Questions 5W, and 1H questions Simple Phrases	With guidance and support, engage in collaborative conversations and relate personal experience or story information by asking and answering simple yes/no, 5W, and 1H questions using gestures, words, and simple phrases.
		K.LS.5.1a	Simple statements	Produce simple statements or beliefs using sentence starters or language models.
		K.LS.6.1	Describe personal Experiences Vocabulary Details	Describe personal experiences and familiar topics using vocabulary and details appropriate to the situation and filling in gaps in oral English with first language.
		K.LS.7.1	Oral Presentations Familiar Topics Illustrations Vocabulary Technological resources	Plan and deliver brief oral presentations on a variety of familiar topics using illustrations, words, phrases, or vocabulary from a text. (e.g., integrating technological/digital resources)

English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
<b>Foundational Skills</b>		K.FS.1.1	Basic features of print	Demonstrate understanding of the organization and basic features of print.
		K.FS.1.1a	Follow words in text.	Follow words from left to right, top to bottom, and page by page
		K.FS.1.1b	Spoken words represent specific sequences of letters	Recognize that spoken words are represented in written language by specific sequences of letters.
		K.FS.1.1c	Alphabet Consonants Vowels	Recognize that the alphabet consists of consonants and vowels.
		K.FS.1.1d	Words separated by spaces in print	Understand that words are separated by spaces in print.
		K.FS.1.1e	Upper- and lowercase letters of the alphabet	Recognize and name all upper- and lowercase letters of the alphabet.
		K.FS.1.1f	Print conveys meaning Pictures support meaning	Recognize that print conveys specific meaning and that pictures may support meaning.

English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
		K.FS.2.1	Understanding phonemes	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
		K.FS.2.1a	Rhyming words Nonsense words	Recognize, generate, and produce rhyming words, including nonsense words.
		K.FS.2.1d	Syllables	Count, pronounce, blend, and segment syllables in spoken words.
		K.FS.2.1e	Blend Phonemes Segment Onsets and Rimes of Monosyllabic words	Blend 2 and 3 phonemes to recognize words. Segment onsets and rimes (e.g., all, ap, op, ip, ug) of monosyllabic spoken words.
		K.FS.2.1f	Initial, medial, and final sound phonemes Short and long sound patterns	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 3-phoneme (short and long sound patterns). This does not include CVCs ending with /l/, /r/, or /x/.
		K.FS.2.1g	Add or substitute phonemes to make new words	Add or substitute individual sounds (phonemes) with 3 phonemes in simple, monosyllabic words to make new words.

English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
		K.FS.3.1	Phonics and word analysis to decode short and long sound patterns.	Understand and apply grade-level phonics and word analysis skills to decode short and long sound patterns.
		K.FS.3.1a	One- to-one letter-sound correspondences. Primary sounds for each consonant.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant (e.g., a, m, t, p, o, n, c, d).
		K.FS.3.1b	Identify 5 major vowels Long and short sounds of each vowel	Associate the long and short sounds with common spellings (graphemes) for the 5 major vowels. Identify which letters represent the 5 major vowels (Aa, Ee, Ii, Oo, and Uu) and understand the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.
		K.FS.3.1c	High-frequency words	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) (50 or more)

English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
		K.FS.4.1	Read emergent reader texts	Read emergent reader texts with purpose and understanding. (See fluency assessment tools in the appendix.)
		K.R.1.1	Describe ideas, phenomena, textual elements. Read alouds Multimedia viewing	With prompting and support, describe ideas, phenomena (e.g., parts of a plant), and textual elements (e.g., characters) based on understanding a variety of read-aloud texts or multimedia viewing.
		K.R.2.1L	Key details Story Read aloud	Identify key details in a story read-aloud.
		K.R.2.1I	Key details Informational text Read aloud	Identify key details of an informational text read-aloud.
		K.R.3.1L	Setting Characters Events Ideas, Information Literary text	Use the 5W and 1H questions to identify setting, characters, events, ideas, or pieces of information in a literary text.



English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
		K.R.3.1I	Individuals Events Ideas Information Informational text	Use the 5W and 1H questions to identify individuals, events, ideas, or pieces of information in an informational text read-aloud.
		K.R.4.1L	Ask and answer questions about unknown words. Use illustrations to determine word meaning. Literary Text	Ask and answer questions about unknown words in a literary text or use illustrations to help determine or clarify the meaning of words and phrases in a literary text.
		K.R.4.1I	Ask and answer questions about unknown words. Use illustrations to determine word meaning. Informational text.	Ask and answer questions or use illustrations to help determine or clarify the meaning of words in informational text.

English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
		K.R.5.1	Common types of texts Story Organization Text features	Recognize common types of texts (e.g., storybooks, story organization [beginning, middle, and end], poems). Identify the front cover, back cover, and title page of the book.
		K.R.6.1L	Author Illustrator Define role of each Literary text	Name the author and illustrator of a story and define the role of each in telling the story.
		K.R.6.1I	Author Illustrator Define role of each Informational text	Name the author and illustrator of an informational text and define the role of each in presenting the ideas or information.
		K.R.7.1	Use of Illustrations or multimedia Identify story details Categorize characters	Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within a variety of texts (e.g., nursery rhymes, folktales, etc.) or when viewing multimedia resources.

English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
		K.R.7.1a	Titles Headings Illustrations Predict text topics	Use titles, headings, and illustrations to predict and confirm text topics.
		K.R.10.1	Read alouds Nursery Rhymes Folktales Poetry	Actively engage in group read-alouds of nursery rhymes, folk tales, and developmentally appropriate poetry with purpose and understanding.
<b>Writing</b>		K.W.1.1	Draw and label to express preferences and opinions.	Use a combination of drawing and labeling to express preferences and opinions (e.g., My favorite book is . . .).
		K.W.2.1	Draw and label to compose short informational texts.	Use a combination of drawing and labeling to compose short informational texts to describe what they are writing about and supply some information about the topic.
		K.W.3.1	Copy, draw and label to narrate an event.	Use a combination of copying, drawing, and labeling to narrate a single event or several loosely linked events. Talk about the events in the order in which they occurred. Provide a reaction to what happened.

English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
		K.W.3.1a	Express opinions about a topic Provide reason to support.	With guidance and support, express opinions about a topic or text with at least one supporting reason.
		K.W.4.1	Brainstorm ideas Write by drawing illustrations	Brainstorm ideas for writing by drawing illustrations.
		K.W.5.1	Explore digital Tools Produce and publish writing	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
		K.W.5.1a	Multimedia elements to enhance writing.	Use a multimedia element to enhance a written task. Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, audio, or digital representations. At this grade level, the element should relate to the task. It does not require but can include the use of computers.

English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
		K.W.8.1	Write using a prompt.	With guidance and support, use a combination of drawing, dictating, invented and creative writing, and/or labeling a picture with a few words following a prompt.
Language		K.LA.1.1	Use of English grammar and conventions	Demonstrate command of English grammar and usage conventions when writing or speaking.
		K.LA.1.1a	Print the alphabet Upper -and lowercase letters	Print all upper- and lowercase letters (the alphabet).
		K.LA.1.1b	Common nouns Present tense verbs	Use common nouns and present tense of basic verbs (e.g., I walk home.).
		K.LA.1.1c	Simple sentences with Adjectives	Produce simple sentences, phrases, or words with basic structure that include adjectives (e.g., The dog is big.).

English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
		K.LA.1.1d	Use questions words	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, and how)
		K.LA.1.1e	Prepositions	Use the most frequently occurring prepositions (e.g., in, on, under).
		K.LA.2.1	Capitalization Punctuation	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.
		K.LA.2.1a	First word capitalization and Pronoun I	Capitalize the first word in the sentence and the pronoun I.
		K.LA.2.1b	Punctuation mark: period	Recognize and name end punctuation as a period.
		K.LA.3.1	Language and conventions for writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

English				
KINDERGARTEN				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
		K.LA.4.1	Determine word meaning	Determine or clarify the meaning of unknown and multiple-meaning words and phrase-based on class reading and content area study, choosing flexibly from an array of strategies.
		K.LA.4.1a	Context clues and illustration to determine word meaning.	Use context clues and illustrations to identify the meaning of unfamiliar words.
		K.LA.5.1	Word relationships	Demonstrate understanding of word relationships and differences in word meanings.
		K.LA.5.1b	Classify common objects into categories	Recognize, sort, and classify common objects into basic categories (e.g., shapes, foods) to gain meaning. Relate vocabulary to background knowledge.
		K.LA.5.1c	Make connections between words and their usage.	Make and explain connections between words and their usage (e.g., emotions: happy, sad, etc.; or family members: funny, old, etc.).
		K.LA.6.1	Use words and phrases acquired.	Use words and phrases acquired through conversations or read-alouds or when responding to text.

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
<b>Listening/ Speaking</b>	K.LS.1.1	1.LS.1.1	Listen Interact Read-alouds Discussions	Listen to and interact with peers during social interactions; read-alouds; and class, group, and partner discussions.
	K.LS.1.1a	1.LS.1.1a	Ask and answer questions Offer Basic opinions Use learned phrases	Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like . . . ).
	K.LS.1.1b	1.LS.1.1c	Simple commands 3-step instructions or directions	Listen and respond to simple commands and instructions or directions with 3 or more steps.
	K.LS.1.1d	1.LS.1.1d	Pronunciation Repetition Rhyme	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.
	K.LS.1.1c	1.LS.1.1e	Greetings Farewells Courtesy Expressions	Recognize and respond to greetings/farewells and courtesy expressions in routine and familiar settings.
	K.LS.1.1e	1.LS.1.1f	Simple 5W and 1H questions	Listen and respond to simple 5W and 1H questions.



English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.LS.2.1	1.LS.2.1	Follow turn-taking rules Ask and answer questions Elaborate responses One- or two words responses to phrases Simple sentences	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions about stories and personal experience with increasingly elaborated responses, transitioning from one- or two-word responses to phrases and simple sentences.
	K.LS.2.1	1.LS.2.1a	Closed-and opened questions	Respond orally to closed- and open-ended questions.
	K.LS.1.1c	1.LS.3.1	Social greetings Retell texts Recount experiences Complete sentences	Exchange common social greetings, retell texts, and recount experiences using complete sentences.
	K.LS.4.1	1.LS.4.1	Respond orally Use vocabulary acquired.	Respond orally to conversations, read-alouds, texts, and oral presentations using a growing number of general, academic, and content-specific words and relying less on physical actions or other means of nonverbal communication.

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.LS.5.1a	1.LS.5.1a	Elaborate on statements using sentence starters.	Share and elaborate on statements, opinions, or arguments using language models or sentence starters (prompts).
	K.LS.6.1	1.LS.6.1	Describe personal experience Use vocabulary and details	Describe personal experiences using new vocabulary and details about familiar topics appropriate to the situation.
	K.LS.7.1	1.LS.7.1	Oral Presentations Familiar Topics Use of illustrations Use of Vocabulary from text Technological Resources	Plan and deliver brief oral presentations on a variety of familiar topics using illustrations, objects, words, phrases, or vocabulary from a text (e.g., integrating print or technological/digital resources).
<b>Foundational Skills</b>	K.FS.1.1	1.FS.1.1	Basic features of Print	Demonstrate understanding of the organization and basic features of print.
	K.FS.1.1a	1.FS.1.1a	Follow words in text.	Follow words from left to right, top to bottom, and page by page.
	K.FS.1.1b	1.FS.1.1b	Spoken words represent specific sequences of letters.	Recognize that spoken words are represented in written language by specific sequences of letters.

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.FS.1.1c	1.FS.1.1c	Alphabet Consonants Vowels	Recognize that the alphabet consists of consonants and vowels
	K.FS.1.1d	1.FS.1.1d	Words separated by spaces in print	Understand that words are separated by spaces in print.
	K.FS.1.1e	1.FS.1.1e	Upper-and lowercase letters of the alphabet	Recognize and name all upper- and lowercase letters of the alphabet
	K.FS.1.1f	1.FS.1.1f	Print conveys meaning Pictures support meaning	Recognize that print conveys specific meaning and that pictures may support meaning.
	K.LA.2.1a K.LA.2.1b	1.FS.1.1g	Features of a sentence: First word capitalization Ending punctuation	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	K.FS.2.1	1.FS.2.1	Understanding phonemes	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	K.FS.2.1a	1.FS.2.1a	Rhyming Words Nonsense words	Recognize and match rhyming words, including nonsense words.
	Begins in first grade	1.FS.2.1d	Long sounds Short sounds Monosyllabic words	Distinguish long from short vowel sounds in spoken monosyllabic words

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.FS.2.1e	1.FS.2.1e	Produce monosyllabic words Blend sounds	Count and orally produce monosyllabic words by blending sounds (phonemes), including consonant blends
	K.FS.2.1f	1.FS.2.1f	Initial, medial, and final sound phonemes Short and long sound patterns	Isolate and pronounce initial, medial vowel, and final sounds (3 to 5 phonemes) in spoken monosyllabic (short and long sound patterns).
	K.FS.2.1e	1.FS.2.1g	Blend Phonemes Segment onsets and rimes of monosyllabic words	Blend 2 and 3 phonemes to recognize words. Segment onsets and rimes (e.g., all, ap, op, ip, ug) of monosyllabic spoken words.
	K.FS.2.1g	1.FS.2.1h	Add or substitute phonemes to make new words.	Add or substitute individual sounds (phonemes) with 3 phonemes in simple monosyllabic words to make new words.
	Begin	1.FS.2.1i	Segment monosyllabic words to their individual sounds (phonemes).	Segment spoken monosyllabic words into their complete sequence of individual sounds (phonemes).

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.FS.3.1	1.FS.3.1	Decode short and long sound patterns.	Understand and apply grade-level phonics and word analysis skills to decode short and long sound patterns and their variants both in isolation and in text.
	Begins in first grade	1.FS.3.1a	Common consonant digraphs	Understand the spelling-sound correspondences for common consonant digraphs.
	K.FS.3.1	1.FS.3.1b	Decode monosyllabic words	Decode regularly spelled monosyllabic words.
	K.FS.3.1	1.FS.3.1c	Final -e Long vowels sounds	Understand final -e and common vowel team conventions for representing long vowel sounds.
	K.FS.2.1d	1.FS.3.1d	Determine number of syllables in a word	Determine the number of syllables in a printed word using the knowledge that every syllable must have a vowel sound.
	Begins in first grade	1.FS.3.1e	Decode two-to three syllable words	Decode two- to three-syllable words following basic patterns by breaking the words into syllables.
	Begins in first grade	1.FS.3.1f	Inflectional endings	Read words with inflectional endings.

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	Begins in first grade	1.FS.3.1g	Read irregularly spelled words	Recognize and read grade-appropriate irregularly spelled words.
	K.FS.3.1c	1.FS.3.1h	High-frequency words	Read common (50–100) high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	K.FS.4.1	1.FS.4.1	Read with fluency to support comprehension	With guidance and support, read with sufficient accuracy and fluency to support comprehension.
	K.FS.4.1	1.FS.4.1a	Read with purpose and understanding.	Read on-level texts with purpose and understanding
	K.FS.4.1	1.FS.4.1c	Use context to confirm understanding.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Reading</b>	K.R.1.1	1.R.1.1	Describe ideas, phenomena Textual elements Key details Read-alouds Multimedia resources	With prompting and support, describe ideas, phenomena (e.g., how butterflies eat), textual elements (e.g., setting, characters), and key details based on understanding a variety of grade-level and read-aloud texts or multimedia resources.

<b>English</b>				
<b>FIRST GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	K.R.2.1L	1.R.2.1La	Main idea Key details Literary text	Identify the main idea and key details of a literary text at grade level.
	K.R.2.1I	1.R.2.1I	Main Idea Key details Informational text	Identify the main topic and key details of an informational text read aloud.
	K.R.3.1L	1.R.3.1L	Describe characters, settings Major events using details Literary text	With prompting and support, describe characters, settings, and major events in a story or from a read-aloud using key details.
	K.R.3.1I	1.R.3.1I	Describe individuals, events, ideas, information Informational Text	With prompting and support, describe individuals, events, ideas, or pieces of information in an informational text or from a read aloud.
	K.R.4.1L	1.R.4.1L	Ask and answer questions about unknown words. Use illustrations to determine word meaning. Literary text	Ask and answer questions about unknown words in a literary text or use illustrations to help determine or clarify the meaning of words and phrases in a literary text.

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.R.4.1I	1.R.4.1I	Ask and answer questions about unknown words. Use illustrations to determine word meaning. Informational text	Ask and answer questions or use illustrations to help determine or clarify the meaning of words in an informational text
	K.R.5.1	1.R.5.1	Common types of texts Story Organization Text features	Recognize common types of texts (e.g., storybooks, story organization [beginning, middle, and end], poems, newspapers, magazines). Identify the front cover, back cover, and title page of a book.
	Begins in first grade.	1.R.5.1a	Characteristics of a literary text. Characteristics of an information text. Differences of texts.	Identify the differences between literary and informational texts.
	K.R.6.1L	1.R.6.1L	Narrator of a story	Identify who is narrating the story: the author or the character.
	K.R.7.1	1.R.6.1I	Information provided by text features	Distinguish information provided by illustrations (e.g., captions, charts, diagrams, graphs) in a text.



English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.R.7.1	1.R.7.1	Use of illustrations or multimedia to provide information Identify/describe story details Categorize characters	Use illustrations (picture cues) to identify or describe story details and categorize similarities and differences between characters and details within a variety of grade level texts (e.g., nursery rhymes, folktales, etc.) or when viewing multimedia resources.
	K.R.7.1a	1.R.7.1a	Titles Headings Illustrations Predict and confirm topics	Use titles, headings, and illustrations to predict and confirm text topics.
	Begins in first grade.	1.R.8.1	Author's point of view on topic	With prompting and support, identify the reasons an author gives to support points in a text
<b>Writing</b>	K.R.10.1	1.R.10.1	Read literary and informational texts with purpose and understanding.	Read literary texts (e.g., folktale, realistic fiction, animal fantasy, legends, fairytales, poetry) and informational (e.g., science or social science articles) with purpose and understanding.

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.W.1.1	1.W.1.1	Write simple sentences.	Write simple sentences (subject + verb) using high-frequency words and illustrations to express opinions and feelings or describe a picture, person, or object.
	K.W.2.1	1.W.2.1	Write simple sentences to compose a short informational text.	With increasing independence, use a combination of simple sentences (subject + verb), copying, and drawing to compose short informational texts using high-frequency words collaboratively with a teacher or peers.
	K.W.3.1	1.W.3.1	Write simple sentences to compose a short literary text.	With increasing independence, use a combination of simple sentences (subject + verb), copying, and drawing to compose short literary texts collaboratively with a teacher or peers.
	K.W.4.1	1.W.4.1	Brainstorm ideas Use information, illustrations to strengthen writing.	With guidance and support, brainstorm ideas, and use feedback on a topic (e.g., additional texts, drawings, visual displays, labels) to strengthen writing.

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.W.5.1	1.W.5.1	Use of digital tools to produce and publish writing.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	K.W.5.1a	1.W.5.1a	Multimedia elements to enhance writing.	Use a multimedia element to enhance a written task. Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representations. At this grade level, the multimedia element should relate to the task.
	K.W.6.1	1.W.6.1a	Shared research for writing projects Write a sequence of instructions.	Participate in shared research and writing projects (e.g., explore several how-to books on a given topic and use them to write a sequence of instructions).
	K.W.8.1	1.W.8.1	Write using a prompt	With guidance and support, use a combination of drawing, dictating, invented and creative writing, and/or labeling a picture with a few words following a prompt.
<b>Language</b>	K.LA.1.1	1.LA.1.1	Use of English grammar and usage conventions	Demonstrate command of English grammar and usage conventions when writing or speaking.

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.LA.1.1a	1.LA.1.1a	Print Upper-and lowercase letters	Print all upper- and lowercase letters.
	K.LA.1.1b	1.LA.1.1b	Common Nouns Proper Nouns	Use common and proper nouns.
	Begins in first grade.	1.LA.1.1c	Singular nouns Plural Nouns Subject-verb agreement	Form singular and plural nouns that agree with verbs in basic sentences (e.g., He hops. / We hop.).
	K.LA.1.1b	1.LA.1.1d	Past tense of irregular verbs	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	K.LA.1.1e	1.LA.1.1e	Past tense of regular verbs	Form and use the past tense of frequently occurring regular verbs (e.g., want/wanted, play/played).
	K.LA.1.1b	1.LA.1.1f	Verb tenses: Present. Past and Future	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home. / Today I walk home. / Tomorrow I will walk home.).

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.LA.1.1c	1.LA.1.1g	Adjectives	Use frequently occurring adjectives
	K.LA.1.1e	1LA.1.1h	Prepositions	Use the most frequently occurring prepositions (e.g., in, on, under, in front, behind, next to).
	Begins in first grade.	1.LA.1.1i	Conjunctions	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	K.LA.1.1c	1.LA.1.1j	Expand simple sentence writing.	Produce and expand complete simple sentences.
	K.LA.2.1	1.LA.2.1	Capitalization Punctuation Spelling Conventions	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.
	K.LA.2.1a	1.LA.2.1a	Capitalization, first word, dates, names	Capitalize the first word in a sentence, dates, and names of people.
	K.LA.2.1b	1.LA.2.1b	Punctuation mark: period	Use a period for end punctuation of sentences.
	K.LA.3.1	1.LA.3.1	Use language and its conventions	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.LA.4.1	1.LA.4.1	Determine word meaning	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing flexibly from an array of strategies.
	K.LA.4.1a	1.LA.4.1a	Context clues and illustrations to determine word meaning.	Use context clues and illustrations to identify the meaning of unfamiliar words.
	K.LA.4.1	1.LA.4.1b	Use of prefixes to determine word meaning.	Add prefixes to words and determine new meaning including compound words (e.g., happy/unhappy, view/review).
	K.LA.4.1	1.LA.4.1c	Root words Inflectional forms	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
	K.LA.4.1	1.LA.4.1d	Phonemic awareness to decode words	Use basic phonemic awareness strategies to decode words.

English				
FIRST GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	K.LA.5.1	1.LA.5.1	Word relationships	Demonstrate understanding of word relationships and differences in word meanings
	K.LA.5.1b	1.LA.5.1a	Categorize words to show comprehension.	Recognize, sort, and categorize words (e.g., colors, clothing) to show comprehension. 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).
	K.LA.6.1	1.LA.6.1	Use words and phrases acquired.	Use words and phrases acquired through conversations and read-alouds.

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
<b>Listening/ Speaking</b>	1.LS.1.1	2.LS.1.1	Listen and interact with peers	Listen to and interact with peers during social interactions; read-alouds (fiction and nonfiction texts); oral presentations; and class, group, and partner discussions.
	1.LS.1.1a	2.LS.1.1a	5W and 1H questions	Listen and respond to simple 5W and 1H questions.
	1.LS.1.1a	2.LS.1.1b	Ask and answer questions.	Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.
	1.LS.1.1	2.LS.1.1c	Demonstrate engagement and understanding	Use gestures, expressions, and simple words/phrases to demonstrate engagement and understanding in a socially appropriate manner.
	1.LS.1.1c	2.LS.1.1d	Listen/Respond simple and increasingly complex instructions	Listen and respond to simple and increasingly complex instructions, commands, and directions.
	1.LS.1.1e	2.LS.1.1e	Use of courtesy expressions	Offer and respond to greetings/farewells using appropriate courtesy expressions.



English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.LS.1.1d	2.LS.1.1f	Pronunciation Repetition Rhyme	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.
	1.LS.2.1	2.LS.2.1	Participate in discussions. Follow turn taking rules. Ask and answer questions.	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions using complete sentences and demonstrating confidence about personal experience and texts.
	1.LS.2.1a	2.LS.2.1a	closed- and open-ended questions	Respond orally to closed- and open-ended questions.
	1.LS.3.1	2.LS.3.1	Exchange social formal greetings. Retell texts/ recount experiences complete sentences.	Exchange common social and more formal greetings, retell texts, and recount experiences using increasingly detailed complete sentences.

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.LS.4.1	2.LS.4.1	Retell conversations Summarize texts Respond orally	Retell conversations and summarize fictional and informational texts. Respond to stories, read-alouds, and presentations orally using a growing number of general, academic, and content-specific words.
	1.LS.6.1	2.LS.6.1	Describe personal Experiences Extended Vocabulary Details	Describe personal experiences using extended vocabulary with a growing number of nouns, noun phrases, adjectives, and verbs to provide details appropriate to the situation.
	1.LS.7.1	2.LS.7.1	Oral Presentations Familiar Topics Illustrations Vocabulary Technological resources	Plan and deliver brief oral presentations on a variety of familiar topics using illustrations, words, phrases, or vocabulary from a text (e.g., integrating print or technological/digital resources).
<b>Foundational Skills</b>	1.FS.1.1	2.FS.1.1	Understand features of print.	Demonstrate understanding of the organization and basic features of print.

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.FS.1.1b	2.FS.1.1b	Spoken words represent specific sequences of letters	Recognize that spoken words are represented in written language by specific sequences of letters.
	1.FS.1.1e	2.FS.1.1e	Recognize letters of the alphabet	Recognize and name all upper- and lowercase letters of the alphabet.
	1.FS.1.1g	2.FS.1.1g	Features of sentence writing	Apply the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	1.FS.2.1	2.FS.2.1	Understanding phonemes	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	1.FS.2.1a	2.FS.2.1a	Recognize and produce rhyme	Recognize, match, and produce rhyming words, including nonsense words.
	1.FS.2.1d	2.FS.2.1d	Long and short vowel sounds	Distinguish long from short vowel sounds in spoken monosyllabic words.
	1.FS.2.1e	2.FS.2.1e	Blending sounds Syllables	Orally produce monosyllabic words by blending sounds (phonemes), including consonant blends.
	1.FS.2.1f	2.FS.2.1f	Initial, medial and final sounds	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken monosyllabic words.

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.FS.2.1g	2.FS.2.1g	Word segmentation	Segment spoken monosyllabic words into their complete sequence of individual sounds (phonemes).
	1.FS.3.1	2.FS.3.1	Phonics and word analysis to decode short and long sound patterns.	Understand and apply grade-level phonics and word analysis skills to decode short and long sound patterns.
	1.FS.3.1a	2.FS.3.1a	Distinguish long and short vowels	Distinguish long and short vowels when reading regularly spelled monosyllabic words.
	1.FS.3.1b	2.FS.3.1b	Understand spelling-sound correspondences	Understand spelling-sound correspondences for additional common vowel teams.
	1.FS.3.1c	2.FS.3.1c	Decode words with long vowels	Decode regularly spelled two three-syllable words with long vowels.
	1.FS.3.1e	2.FS.3.1e	Common prefixes and suffixes	Decode words with common prefixes and suffixes.

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	Begins in second grade	2.FS.3.1f	Identify words inconsistent common spelling sounds.	Identify words with inconsistent but common spelling-sound correspondences.
	1.FS.3.1h	2.FS.3.1h	High-frequency words	Read (100–150) high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
<b>Reading</b>	1.R.1.1	2.R.1.1	Describe ideas, phenomena, textual elements. Read alouds Multimedia viewing	With prompting and support, describe ideas, phenomena (e.g., erosion), and textual elements (e.g., central message, character traits) using greater detail based on understanding a variety of grade-level and read-aloud texts or multimedia resources.
	Begins in second grade	2.R.1.1a	Fact vs. opinion	Distinguish fact vs. opinion.
	Begins in second grade	2.R.1.1b	Fiction vs. nonfiction	Distinguish fiction vs. nonfiction.
	Begins in second grade	2.R.1.1c	Facts and details that support main idea	Identify facts/details that support main idea(s) from the texts.

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.R.2.1La	2.R.2.1L	Identify Main idea/ lesson Summarize supporting details	Identify main idea or lesson and summarize supporting details of the story.
	1.R.2.1l	2.R.2.1l	Identify main topic Summarize key details Informational text	Identify the main topic and summarize key details of an informational text.
	1.R.3.1L	2.R.3.1L	Character response	Describe how characters in a story response to major events and challenges.
	1.R.3.1l	2.R.3.1l	Making connections	Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.R.4.1L	2.R.4.1L	Ask and questions to clarify word meaning in literary text.	Ask and answer questions about unknown words in a literary text or use illustrations to help determine or clarify the meaning of words and phrases in a literary text.
	1.R.4.1I	2.R.4.1I	Ask and questions to clarify word meaning in informational text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.
	1.R.5.1	2.R.5.1	Differences between literary and informational texts	Describe the major differences between literary and informational texts.

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.R.6.1L	2.R.6.1L	Identify who is narrating a text	Identify who is telling the story at various points in a text.
	1.R.6.1I	2.R.6.1I	Distinguish information from text features	Distinguish information provided by illustrations (e.g., captions, charts, diagrams, graphs) in a text.
	1.R.7.1	2.R.7.1	Use of Illustrations or multimedia Identify story details characters, setting, plot.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.



English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.R.7.1a	2.R.7.1a	Titles Headings Illustrations Predict/confirm text topics	Use titles, headings, and illustrations to predict and confirm text topics.
	1.R.8.1	2.R.8.1	Author's reasoning	With prompting and support, identify the reasons an author gives to support points in a text.
	1.R.10.1	2.R.10.1	Read literary and informational texts with purpose and understanding.	Read literary texts (e.g., folktale, realistic fiction, animal fantasy, legends, fairytales, poetry) and informational (e.g., science or social science articles) with purpose and understanding.

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
Writing	1.W.1.1	2.W.1.1	Express feelings, experiences to describe. Use high-frequency words (e.g., sight words list) to write simple sentences.	Write to express feelings, familiar topics, experiences and to describe a picture. Use grade-level appropriate high-frequency words (e.g., sight words list) to write simple sentences (subject + verb + object) in paragraphs of 3–5 sentences. (Include 4 or more words per sentence.)
	1.W.2.1	2.W.2.1	Write independently and collaboratively to write informational texts.	Work independently and collaborate with peers to draw and write informational texts. Use grade-level appropriate high-frequency words (e.g., sight words list) to write simple sentences (subject + verb + object) in short paragraphs of 3–5 sentences. (Include 4 or more words per sentence.)
	1.W.3.1	2.W.3.1	Draw and write literary texts High frequency words Simple sentences	Collaborate with peers to draw and write literary texts. Use grade-level appropriate high-frequency words (e.g., sight words list) to write simple sentences (subject + verb + object) in short paragraphs of 3–5 sentences. (Include 4 or more words per sentence.)

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.W.4.1	2.W.4.1	Brainstorm ideas for writing	With guidance and support, brainstorm ideas for writing on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen writing.
	1.W.5.1	2.W.5.1	Use digital tools to produce and publish writing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	1.W.5.1a	2.W.5.1a	Multimedia elements to enhance writing.	Use a multimedia element to enhance a written task. Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representations. At this grade level, the multimedia element should relate to the task.
	1.W.6.1a	2.W.6.1a	Research and writing projects	Participate in shared research and writing projects (e.g., explore several how-to books on a given topic and use them to write a sequence of instructions).
	1.W.8.1	2.W.8.1	Recall information	Recall information to answer a question about a single topic.

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.W.8.1	2.W.8.1a	Write using a prompt.	With guidance and support, use a combination of drawing, dictating, invented and creative writing, and/or labeling a picture with a few words following a prompt.
Language	1.LA.1.1	2.LA.1.1	Usage of conventions in writing and speaking	Demonstrate commands of English grammar and usage conventions when writing and speaking.
	1.LA.1.1a	2.LA.1.1a	Nouns	Use common and proper nouns.
	1.LA.1.1b	2.LA.1.1b	Collective nouns	Use collective nouns (e.g., group) and possessive nouns.
	1.LA.1.1c	2.LA.1.1c	Irregular plural nouns	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
	1.LA.1.1d	2.LA.2.1d	Past tense of irregular verbs	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	1.LA.1.1e	2.LA.2.1e	Past tense of regular verbs	Form and use the past tense of frequently occurring regular verbs (e.g., want/wanted, play/played).
	1.LA.1.1g	2.LA.2.1f	Adjectives and adverbs	Use adjectives and adverbs to choose between them depending on what is to be modified.
	1.LA.1.1h	2.LA.1.1g	Prepositions	Use the most frequently occurring prepositions (e.g., in, on, under, in front, behind, next to).

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	Begins in second grade	2.LA.1.1h	Pronouns	Use personal, possessive, and indefinite pronouns (e.g., I/me/my, they/them/their, anyone/everything).
	1.LA.1.1i	2.LA.1.1i	Conjunctions	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	1.LA.1.1j	2.LA.1.1j	Articles	Use articles (e.g., the, an, etc.) and demonstrative adjectives (e.g., this, that, etc.) appropriately.
	1.LA.2.1	2.LA.2.1	Capitalization Punctuation Spelling Conventions	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.
	1.LA.2.1a	2.LA.2.1a	Capitalization	Capitalize holidays, product names, and geographic names.
	1.LA.2.1b	2.LA.2.1b	Punctuation	Use punctuation for declarative, imperative, interrogative, and exclamatory sentences.
	Begins in second grade	2.LA.2.1e	Commas	Use commas in dates and to separate single words in a series.
	1.LA.3.1	2.LA.3.1	Language conventions	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.LA.4.1	2.LA.4.1	Multiple meaning words	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing flexibly from an array of strategies.
	1.LA.4.1a	2.LA.4.1a	Context Clues Word meanings	Use illustrations, predictions, and context clues to help identify the meaning of a word or phrase.
	1.LA.4.1b	2.LA.4.1b	Prefix	Determine the meaning of the new word that is formed when a prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	1.LA.4.1c	2.LA.4.1c	Root words and inflections	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks/looked/looking).
	1.LA.4.1c	2.LA.4.1d	Root words	Use the root word as a clue to the meaning of an unknown word with the same root (e.g., addition/additional)
	Begins in second grade	2.LA.4.1e	Compound words	Use compound words to derive meaning.
	1.LA.5.1	2.LA.5.1	Word relationships	Recognize word relationships and differences in word meanings.
	1.LA.5.1	2.LA.5.1a	Word connections	Identify real life connections between words and their usage. (e.g., describe foods that are spicy or juicy).

English				
SECOND GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	1.LA.5.1c	2.LA.5.1c	Synonyms Antonyms	Relate word meanings through similar words (synonyms) or opposites (antonyms).
	1.LA.6.1	2.LA.6.1	Adjectives Connecting words	Use words and phrases acquired through conversations, reading, and being read to. Respond to texts using adjectives and connecting words (e.g., the conjunctions “like” and “because”).

English				
THIRD GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
<b>Listening/ Speaking</b>	2.LS.1.1	3.LS.1.1	Listen Interact Oral Presentations	Listen to and interact with peers during social interactions; read-alouds (fiction and nonfiction texts); oral presentations; and class, group, and partner discussions.
	2.LS.1.1a	3.LS.1.1a	Listen/Respond Simple 5W & 1H questions	Listen and respond to simple 5W and 1H questions.
	2.LS.1.1f	3.LS.1.1f	Pronunciation Repetition Rhyme	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.
	2.LS.2.1	3.LS.2.1	Interact in class discussions to ask and answer questions.	Interact in class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
	2.LS.2.1a	3.LS.2.1a	closed- and open- ended questions	Respond orally to closed- and open-ended questions.
	2.LS.3.1	3.LS.3.1	Use/ apply common social greetings. Retell texts/ recount experiences complete sentences.	Use and apply common social greetings, retell texts, and recount experiences using increasingly detailed complete sentences.



English				
THIRD GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	2.LS.3.1a	3.LS.3.1a	Use correct grammar, expanded Simple sentences to express ideas.	Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to simple instructions, and to answer and formulate questions.
<b>Foundational Skills</b>	2.FS.1.1g	3.FS.1.1a	Features of sentence writing	Apply the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	2.FS.1.1	3.FS.1.1b	Recognize information print and digital sources	Recognize relevant information from multiple print and digital sources.
	2.FS.2.1d	3.FS.2.1e	Vowel sounds Syllables	Distinguish long from short vowel sounds in spoken monosyllabic words.
	2.FS.2.1f	3.FS.2.1f	Vowel sounds	With support and prompting, isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken monosyllabic words.
	2.FS.2.1g	3.FS.2.1g	Segmentation Phonemes	Segment spoken monosyllabic words into their complete sequence of individual sounds (phonemes).
	2.FS.3.1	3.FS.3.1	Phonics and word analysis to decode short and long sound patterns.	Understand and apply grade-level phonics and word analysis skills to decode short and long sound patterns and their variants both in isolation and in text. (See assessment tool in the appendix.)

English				
THIRD GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	Begins in 3 <sup>rd</sup> grade	3.FS.3.1a	Prefixes Suffixes	Identify and understand the meaning of the most common prefixes and derivational suffixes.
	2.FS.3.1e	3.FS.3.1b	Latin prefixes and suffixes	Decode words with common Latin suffixes and prefixes.
	2.FS.3.1d	3.FS.3.1c	Multisyllabic words	Decode multisyllabic words.
	2.FS.3.1g	3.FS.3.1d	Read irregular spelled words.	Read grade-appropriate irregularly spelled words.
	2.FS.3.1c	3.FS.3.1e	Recognize/read regular spelled words.	Recognize and read grade-appropriate regularly spelled words.
	2.FS.3.1h	3.FS.3.1f	High-frequency words	Read (100–150) high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	2.FS.4.1	3.FS.4.1	Read with accuracy and fluency	Read with sufficient accuracy and fluency to support comprehension. (See fluency assessment tools in the appendix.)
	2.FS.4.1a	3.FS.4.1a	Understand grade level texts.	Read on-level texts with purpose and understanding.
<b>Reading</b>	1.LS.1.1a	3.R.1.1a	Ask/ answer 5 W's and 1H questions.	Ask and answer questions (Who?, What?, Where?, When?, Why?, How?) to demonstrate understanding of key details in a text.

English				
THIRD GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	2.R.1.1a	3.R.1.1b	fact vs. opinion	Distinguish fact vs. opinion.
	2.R.2.1L	3.R.2.1L	Recount stories Main idea, lesson, moral	Recount stories, including fables or folktales from diverse cultures, and determine the main idea, lesson, or moral and the supporting details.
	2.R.5.1	3.R.5.1L	Text features to locate key facts. Story organization: beginning, middle, and end.	Understand and use various text features (e.g., headings, tables of contents, glossaries, digital menus, icons) to locate key facts or information in a literary text. Describe how the beginning introduces the story and the ending concludes the action (story organization: beginning, middle, and end).
	2.R.5.1	3.R.5.1I	Text features to locate key facts or information.	Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in an informational text efficiently.
	2.R.6.1I	3.R.6.1I	Author Illustrator Define role of each Informational text	Identify the main purpose of an informational text, including what the author wants to answer, explain, or describe.
<b>Writing</b>	2.W.1.1	3.W.1.1	Support ideas, feelings, opinions Providing textual evidence in writing.	Offer and support ideas, feelings, opinions on familiar topics, experiences, or grade-appropriate texts, providing textual evidence or adding relevant background knowledge on the

English				
THIRD GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
				subject matter in paragraphs of 4 or more sentences. (Include 4 or more words per sentence.)
	2.W.2.1	3.W.2.1	Write informational texts Answer open-ended questions	Write informational texts (e.g., how-to books, simple reports) and answer open-ended questions with increasing independence and organize key ideas and details in paragraphs of 4 or more sentences. (Include 4 or more words per sentence.)
	2.W.4.1	3.W.4.1	Focus on a topic. Respond to questions/ suggestions. strengthen writing	Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Language	2.LA.1.1	3.LA.1.1	Use of English grammar and conventions	Demonstrate command of English grammar and usage conventions when writing or speaking.
	2.LS.6.1	3.LA.1.1a	Use nouns, verbs, adjectives, and adverbs.	Use nouns, verbs, adjectives, and adverbs in increasingly complex grammatically correct sentences.
	2.LA.1.1e	3.LA.1.1f	Form/ apply Verb tenses.	Form and apply the simple present, past, and future verb tenses (e.g., I walk. / I walked. / I will walk.).
	2.LA.2.1	3.LA.2.1	Capitalization Punctuation	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.

English				
THIRD GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	2.LA.3.1	3.LA.3.1	Language and conventions for writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

English				
FOURTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
<b>Listening/ Speaking</b>	3.LS.1.1a	4.LS.1.1a	5W and 1H questions in formal and informal discussions.	React to or answer the 5W and 1H questions in formal and informal discussions using a physical or verbal response.
	3.LS.1.1b	4.LS.1.1b	Respond to detail questions. Refer to details from text. Use of language structure according to purpose and setting.	Ask and answer detailed questions that stimulate conversation. Refer to details from the text as the basis for opinions and conclusions. Use appropriate language structure according to purpose and setting (formal and informal).
	3.LS.2.1	4.LS.2.1	Class participation Follow rules Respond to questions Add information	Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
	3.LS.3.1b	4.LS.3.1c	Provide details in shared language activities.	Determine appropriate responses to provide details in shared language activities.
	3.LS.4.1	4.LS.4.1	Explain text or other academic activities.	Explain fictional and informational texts, conversations, read-alouds, presentations, and experiences using a growing number of general,

English				
FOURTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
			Use appropriate vocabulary	academic, and content-specific words to create precision and differences in meaning.
	3.LS.7.1	4.LS.7.1	Oral presentations Familiar topics Use of illustrations or digital resources.	Plan and deliver brief oral presentations on a variety of familiar topics using illustrations, digital resources, words, phrases, or vocabulary from a text (e.g., integrating print or technological/digital resources).
	3.LS.7.1a	4.LS.7.1a	Paraphrase texts Recount experiences	Paraphrase texts and recount experiences using complete sentences, key words, and a growing number of general, academic, and content-specific words in order to communicate with increasing precision
<b>Foundational Skills</b>	3.FS.1.1	4.FS.1.1	Basic features of print	Demonstrate understanding of the organization and basic features of print.
	Begins in fourth grade	4.FS.1.1a	Digital sources	Recognize and gather relevant information from multiple reliable print and digital sources.
	Begins in fourth grade	4.FS.1.1b	Cite or paraphrase Plagiarism	Cite or paraphrase data and conclusions from other sources avoiding plagiarism.
	Begins in fourth grade	4.FS.1.1c	Basic references	Provide basic reference information of source(s).

English				
FOURTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	3.FS.2.1	4.FS.2.1	Phonemes	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	3.FS.2.1a	4.FS.2.1a	Sound blending	Orally produce monosyllabic and multisyllabic words by accurately blending sounds.
	3.FS.2.1b	4.FS.2.1b	Segmentation	Accurately segment monosyllabic and multisyllabic words.
	3.FS.2.1c	4.FS.2.1c	Manipulate sounds	Manipulate sounds and words in shared, guided, and independent activities, such as singing, read-alouds, or chants.
	3.FS.2.1e	4.FS.2.1e	Segment sounds	Segment spoken monosyllabic words into their complete sequence of individual sounds (phonemes)
	3.FS.2.1f	4.FS.2.1f	Phonemes	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken monosyllabic words
	3.FS.2.1g	4.FS.2.1g	Decode words	Decode monosyllabic and multisyllabic words as appropriate to the student's communication modality.
	3.FS.3.1	4.FS.3.1	Word analysis skills	Understand and apply grade-level phonics and word analysis skills to decode short and long sound patterns and their variants both in isolation and in text.
	3.FS.3.1a	4.FS.3.1a	Morphology	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and



English				
FOURTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
				morphology (e.g., base words, roots, and affixes) to accurately read unfamiliar multisyllabic words in and out of context.
	3.FS.3.1f	4.FS.3.1e	High-frequency words	Read (150–200) high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	3.FS.4.1	4.FS.4.1	Read with fluency	Read with sufficient accuracy and fluency to support comprehension.
	3.FS.4.1a	4.FS.4.1a	Read with purpose and understanding.	Read on-level texts with purpose and understanding.
	3.FS.4.1b	4.FS.4.1b	Read prose and poetry.	Accurately read on-level prose and poetry orally with appropriate rate and expression on successive readings.
	3.FS.4.1c	4.FS.4.1c	Use context to confirm understanding.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English				
FOURTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
Reading	3.R.1.1	4.R.1.1	Describe ideas, events, cultural identities, genres. Literary elements Prediction Inferences Conclusions	Use in-depth critical reading of a variety of relevant texts to describe ideas, events, cultural identities, genres, and literary elements by predicting, making inferences and conclusions.
	3.R.1.1d	4.R.1.1c	Facts/details Main Idea	Identify facts/details that support main idea(s) from the texts.
	3.R.1.1d	4.R.1.1d	Ask and answer questions	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	3.R.2.1L	4.R.2.1L	Recount stories Central message Key details	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.
	3.R.2.1I	4.R.2.1I	Main Idea Supporting details Informational text	Determine the main idea of an informational text. Recount the key details and explain how they support the main idea.

English				
FOURTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	3.R.3.1L	4.R.3.1L	Describe characters Literary text	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	3.R.4.1L	4.R.4.1L	Determine word meaning/phrases. Literary Text Literal/ Figurative language	Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from figurative language.
	3.R.4.1La	4.R.4.1La	Rythm	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning to a story, poem, or song.
	3.R.4.1I	4.R.4.1I	Determine word meaning/phrases. Informational text	Determine the meaning of general, academic, and content-specific words and phrases in an informational text.
	3.R.5.1I	4.R.5.1I	Text features	Explain how text features and search tools (e.g., key words, sidebars, hyperlinks) help to efficiently locate information relevant to a given topic in informational texts.
	3.R.6.1L	4.R.6.1L	Point of view	Distinguish one's own point of view from the author, narrator, or characters in a literary text.

English				
FOURTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	3.R.6.1l	4.R.6.1l	Point of view	Distinguish one's own point of view from that of the author of an informational text.
	3.R.8.1	4.R.8.1	Connections in text	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence), including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
<b>Writing</b>	3.W.1.1	4.W.1.1	Support ideas, feelings, opinions Providing textual evidence in writing.	Share and support ideas, attitudes, and opinions, providing concise reasoning about an event, experience, or reading using textual evidence or adding relevant background knowledge on the subject matter in paragraphs of 5 or more sentences. (Include 4 or more words per sentence.)
	3.W.3.1	4.W.3.1	Write experiences/events Descriptive details Sequence Transitional words	Write to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, transitional words, and other cohesive devices in paragraphs of 5 or more sentences. (Include 4 or more words per sentence.)
	3.W.4.1	4.W.4.1	Writing Process Sentence structure Word order	Develop and strengthen writing as needed by planning, revising, and editing. Apply appropriate sentence structure and word order.

English				
FOURTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	3.W.4.1	4.W.4.1a	Writing Process Adult Guidance Peer Feedback	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
	3.W.5.1	4.W.4.1b	Digital Tools Produce and publish writing.	Use digital tools to produce and publish writing individually or with peers.
	3.W.6.1	4.W.6.1	Research and write projects	Conduct or participate in shared research and writing projects (e.g., record science observations or read several books on a single topic to produce a report).
	3.W.8.1	4.W.8.1	Write routinely	Write routinely over extended periods of time (time for research, reflection, and revision) and shorter periods of time (a single sitting or 1–2 days) for a variety of discipline-specific tasks, purposes, and audiences.
<b>Language</b>	3.LA.1.1	4.LA.1.1	Command of English grammar and usage when writing.	Demonstrate command of English grammar and usage when writing (e.g., using various sentence types, such as compound, complex, and simple).
	Begins in fourth grade	4.LA.1.1d	Modal Auxiliaries	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

English				
FOURTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	3.LA.1.1a	4.LA.1.1e	Order of Adjectives	Order adjectives within sentences according to conventional patterns (e.g., “a small red bag” rather than “a red small bag”).
	3.LA.1.1i	4.LA.1.1i	Conjunctions	Use conjunctions in writing and speech (e.g., and, but, for, nor, or, so).
	Begins in fourth grade	4.LA.1.1j	Homonyms	Correctly use frequently confused words/homonyms (e.g., to/too/two, there/their).
	3.LA.2.1	4.LA.2.1a	Capitalization	Use correct capitalization.
	3.LA.2.1d	4.LA.2.1b	Commas Quotation Marks	Use commas and quotation marks to indicate direct speech and quotations from a text.
	3.LA.4.1	4.LA.4.1	Determine word meaning/phrases. Context clues Illustrations	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing from a variety of strategies, including context clues, illustrations, etc.
	3.LA.4.1b	4.LA.4.1a	Sentence-level context clues	Use sentence-level context as a clue to the meaning of a word or phrase.
	3.LA.4.1d	4.LA.4.1b	Determine word meaning Prefix Suffix	Determine the meaning of the new word that is formed when a prefix or suffix is added to a known word (e.g., agreeable/disagreeable,

English				
FOURTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
				comfortable/uncomfortable, care/careless, heat/preheat).

English				
FIFTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
<b>Listening/ Speaking</b>	4.LS.1.1a	5.LS.1.1a	Ask and answer questions Express reasoning Expression using complete sentences	Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasoning about personal experiences and texts. Use complete sentences and correct grammar to express opinions or clarify positions.
	4.LS.1.1d	5.LS.1.1b	Interact socially and appropriately.	Interact in a socially appropriate manner.
	4.LS.1.1f	5.LS.1.1d	Respond to literary and informational texts	Listen and respond to a variety of literary and informational texts during read-alouds to identify and understand the main idea and details in texts.
	4.LS.3.1	5.LS.3.1	Closed- and open-ended questions	Answer and formulate closed- and open-ended questions in formal and informal discussions.
	4.LS.3.1b	5.LS.3.1a	Use correct simple and compound sentences.	Express self-using correct simple and compound sentences.
	4.LS.6.1	5.LS.6.1	Describe/ explain experiences, ideas, concepts using appropriate grammar and Vocabulary.	Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary according to the task and audience.



English				
FIFTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	4.LS.7.1	5.LS.7.1	Oral Presentations Variety of Topics Support Ideas with Details/ Evidence Technological resources	Plan and deliver oral presentations on a variety of topics and content areas using details and evidence to support ideas (e.g., integrating print or technological/digital resources).
	4.LS.7.1a	5.LS.7.1a	Paraphrase texts Recount experiences Using complete sentences.	Paraphrase texts and recount experiences using complete sentences, key words, and a growing number of general, academic, and content-specific words in order to communicate with increasing precision.
<b>Foundational Skills</b>	4.FS.1.1	5.FS.1.1	Basic features of print	Demonstrate understanding of the organization and basic features of print.
	4.FS.1.1a	5.FS.1.1a	Digital sources	Recognize and gather relevant information from multiple reliable print and digital sources.
	4.FS.1.1b	5.FS.1.1b	Cite and paraphrase Plagiarism	Cite or paraphrase data and conclusions from other sources avoiding plagiarism.
	4.FS.1.1c	5.FS.1.1c	References	Provide basic reference information of source(s).
	4.FS.1.1a	5.FS.2.1a	Sound blending	Orally produce monosyllabic and multisyllabic words by accurately blending sounds.
	4.FS.1.1b	5.FS.2.1b	Segmentation	Accurately segment monosyllabic and multisyllabic words.

English				
FIFTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	4.FS.1.1e	5.FS.2.1e	Vowel sounds	Distinguish long from short vowel sounds in spoken monosyllabic words.
	4.FS.2.1f	5.FS.2.1f	Phonemes	Segment spoken monosyllabic words into their complete sequence of individual sounds (phonemes).
	4.FS.2.1g	5.FS.2.1g	Initial, medial, final sounds	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken monosyllabic words.
	4.FS.3.1a	5.FS.3.1a	Use combined knowledge of all letter-sound correspondences.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., base words, roots, and affixes) to accurately read unfamiliar multisyllabic words in and out of context.
	4.FS.4.1	5.FS.4.1	Read with accuracy and fluency.	Read with sufficient accuracy and fluency to support comprehension.
	4.FS.4.1b	5.FS.4.1b	Read prose and poetry	
	4.FS.4.1c	5.FS.4.1c	Use context to self-correct word recognition.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English				
FIFTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
Reading	4.R.1.1	5.R.1.1	Describe ideas, events, cultural identities, genres. Literary elements Prediction Inferences Conclusions	Use in-depth critical reading of a variety of relevant texts to describe ideas, events, cultural identities, genres, and literary elements by predicting, making inferences and conclusions.
	4.R.1.1c	5.R.1.1d	Support main idea(s) with facts/details.	Identify facts/details that support main idea(s) from the texts.
	4.R.2.1L	5.R.2.1L	Summarize theme from story, drama, or poem.	Determine a theme from a story, drama, or poem from details in the text. Summarize the text.
	4.R.2.1I	5.R.2.1I	Summarize Key details/ Main idea in Informational texts.	Determine the main idea of an informational text and explain how it is supported by key details. Summarize the text.
	4.R.3.1I	5.R.3.1I	Explain Events, procedures, Ideas, or concepts of Information in an Informational text.	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.

English				
FIFTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	4.R.4.1I	5.R.4.1I	General meaning, academic, and content-specific words. Analyze specific word choices.	Determine the meaning of general, academic, and content-specific words or phrases in an informational text and analyze how specific word choices shape meaning or tone.
	4.R.6.1L	5.R.6.1I	Point of view	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
	4.R.6.1I	5.R.6.1L	Point of view	Compare and contrast the same event or topic in different informational texts. Describe the differences and focus on the information provided.
	4.R.8.1	5.R.8.1	Author's argument	Identify how an author uses reasons and evidence to support particular points in a text, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
<b>Writing</b>	4.W.3.1	5.W.3.1a	Use transitional words	Use transitional words and other cohesive devices to better organize writing in paragraphs of 5 or more sentences. (Include 5 or more words per sentence.)
	4.W.5.1	5.W.5.1	Use technology/ internet to produce and publish writing	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

English				
FIFTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	4.W.6.1	5.W.6.1	Conduct short research projects on a topic.	With increasing independence, conduct short research projects that build knowledge on a topic.
	4.W.6.1	5.W.6.1a	Conduct research to gather information that answers a question	Using multiple sources, participate in or conduct research to gather information that answers a question about a single topic.
	4.W.8.1	5.W.8.1	Write routinely for a variety of tasks.	Write routinely over extended periods of time (time for research, reflection, and revision) and shorter periods of time (a single sitting or 1–2 days) for a variety of discipline-specific tasks, purposes, and audiences.
<b>Language</b>	4.LA.1.1	5.LA.1.1	Conventions	Demonstrate command of English grammar and usage conventions when writing or speaking.
	4.LA.1.1c	5.LA.1.1c	Use appropriate verb tenses.	Apply appropriate verb tenses to convey various times, sequences, states, and conditions. Use linking and helping verbs.
	4.LA.1.1d	5.LA.1.1d	Use subject-verb agreement when writing	Apply knowledge of subject-verb agreement to write and speak effectively.
	3.LA.1.1e	5.LA.1.1e	Correct inappropriate verb shifts.	Correct inappropriate shifts in verb tense.

English				
FIFTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	4.LA.1.1i	5.LA.1.1f	Use conjunctions	Use conjunctions in writing and speech (e.g., and, but, for, nor, or, so).
	Begins in fifth grade	5.LA.1.1g	Fragments and Run-ons	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	4.LA.1.1	5.LA.1.1h	Homophones	Form and use homophones.
	4.LA.4.1	5.LA.4.1	Determine unknown word meaning	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.
	4.LA.4.1a	5.LA.4.1a	Context clues Determine word meaning	Use context clues and other strategies to help determine word meaning.
	4.LA.4.1c	5.LA.4.1b	Root words	Use common Greek and Latin affixes and other etymologies to help determine the meaning of a word (e.g., telegraph/photograph/autograph).
	4.LA.4.1d	5.LA.4.1c	Consult reference materials to determine/clarify, pronunciation, precise word meaning.	Consult both digital and print reference materials (e.g., dictionaries, glossaries, thesauri) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

<b>English</b>				
<b>FIFTH GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	4.LA.5.1a	5.LA.5.1b	Recognize/ explain common idioms, sayings, proverbs	Recognize and explain common idioms, sayings, and proverbs.
	4.LA.5.1b	5.LA.5.1c	Use the relationship between words.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	4.LA.1.1i	5.LA.5.1d	Apply coordinating conjunctions.	Apply coordinating conjunctions (e.g., and, but, for, nor, or, so) to illustrate subtle differences in meaning.

English				
SIXTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
Listening/ Speaking	5.LS.1.1	6.LS.1.1	Listen Interact Oral Presentations	Listen to and interact with peers during group discussions or participation, and oral presentations.
	5.LS.1.1b	6.LS.1.1b	Interact socially and appropriately.	Interact in a socially appropriate manner.
	5.LS.1.1c	6.LS.1.1c	Analyze/respond to complex instructions.	Listen to, analyze, and respond to complex instructions, expressing self and using complete sentences.
	5.LS.2.1	6.LS.2.1	Contribute in class discussions to ask and answer questions.	Contribute to class, group, and partner discussions by taking turns, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.
	5.LS.3.1	6.LS.3.1	Closed- and open-ended questions	Answer and formulate closed- and open-ended questions in both formal and informal discussions.
	5.LS.3.1a	6.LS.3.1a	Use correct simple and compound sentences.	Express self using correct simple, compound, and complex sentences.
	5.LS.4.1	6.LS.4.1	Homonyms Homographs Synonyms Antonyms	Use appropriate vocabulary in context, including homonyms, homographs, synonyms, and antonyms, and grammatically correct language to discuss experiences and texts with precision and detail.



English				
SIXTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	5.LS.7.1	6.LS.7.1	Oral Presentations	Plan and deliver oral presentations on a variety of topics and content areas using details and evidence to support ideas (e.g., integrating print or technological/digital resources).
	5.FS.1.1b	6.FS.1.1b	Citation	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format)
	5.FS.1.1c	6.FS.1.1c	Reference sources	Provide basic reference information of source(s) applying required MLA and APA student format.
	5.FS.2.1	6.FS.2.1	Phonemes	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	5.FS.2.1	6.FS.2.1b	Segmentation	Accurately segment monosyllabic and multisyllabic words.
	5.FS.2.1c	6.FS.2.1c	Decoding words	Decode monosyllabic and multisyllabic words as appropriate to the student's communication modality.
	5.FS.3.1	6.FS.3.1	Phonics and decoding	Decode monosyllabic and multisyllabic words as appropriate to the student's communication modality.
	5.FS.4.1	6.FS.4.1	Read with accuracy and fluency	Read with sufficient accuracy and fluency to support comprehension.
	6.FS.4.1a	6.FS.4.1a	Read with purpose	Read on-level texts with purpose and understanding.

English				
SIXTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	6.FS.4.1b	6.FS.4.1b	Read prose	Accurately read on-level prose and poetry orally with appropriate rate and expression on successive readings.
	6.FS.4.1c	6.FS.4.1c	Word recognition	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Reading</b>	5.R.1.1	6.R.1.1	Use critical reading to explain and evaluate: main ideas, phenomena, processes, cultural identities Multimedia viewing	Use in-depth critical reading of a variety of relevant texts and genres and viewing of multimedia resources (when accessible) to explain and evaluate main ideas, phenomena, processes, cultural identities, relationships and to express inferences and conclusions, quoting accurately from a text.
	5.R.1.1b	6.R.1.1a	fact vs. opinion.	Distinguish fact vs. opinion.
	5.R.1.1c	6.R.1.1b	fiction vs. nonfiction.	Distinguish fiction vs. nonfiction.
	5.R.1.1d	6.R.1.1c	Support main idea(s) with facts/details.	Identify facts/details that support main idea(s) from the texts.
	6.R.2.1L	6.R.2.1L	Determine theme Summarize	Determine a theme from 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.

English				
SIXTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	6.R.2.1I	6.R.2.1I	Determine main idea	Determine the main idea(s) of an informational text to analyze or evaluate how they are supported by key details. Summarize the text
	5.R.3.1L	6.R.3.1L	Compare and contrast	Compare and contrast characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
	5.R.4.1L	6.R.4.1L	Word meaning Figurative language	Determine the meaning of words and phrases as they are used in a literary text, including figurative language.
	5.R.4.1I	6.R.4.1I	Word meaning	Determine the meaning of academic and content-specific words and phrases in an informational text and analyze how specific word choices shape meaning or tone
	5.R.5.1L	6.R.6.1L	Point of view	Describe how a narrator's or speaker's point of view influences how events are described in a literary text
<b>Writing</b>	5.W.2.1	6.W.2.1	Write informational texts	Write informational texts to examine a topic and convey ideas with increasing independence using paragraphs of 5 or more sentences, using proper text organization, grammar structure, and spelling. (Include 5 or more words per sentence.)
	Begins in sixth grade	6.W.2.1a	Introduce a topic/thesis statement	Introduce a topic or thesis statement. Organize ideas, concepts, and information.

English				
SIXTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	Begins in sixth grade	6.W.2.1b	Use transitions to clarify ideas or concepts relationships.	Use appropriate transitions to clarify relationships among ideas and concepts.
	Begins in sixth grade	6.W.2.1c	Provide a clear concluding statement.	Provide a clear concluding statement that restates the topic or thesis.
	5.W.5.1	6.W.5.1	Produce and publish writing	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others
	6.W.6.1	6.W.6.1	Research projects	With increasing independence and using multiple sources, conduct short research projects that build knowledge on a topic.
	6.W.6.1a	6.W.6.1a	Research Information sources	Using multiple sources, participate in or conduct research to gather information that answers questions about a single topic.
	5.W.8.1	6.W.8.1	Write routinely for a variety of tasks.	Write routinely over extended periods of time (time for research, reflection, and revision) and shorter periods of time (a single sitting or 1–2 days) for a variety of discipline-specific tasks, purposes, and audiences.

English				
SIXTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
Language	5.LA.1.1	6.LA.1.1	Use of English grammar and conventions.	Demonstrate command of English grammar and usage when writing (e.g., using various sentence types, such as compound, complex, and simple).
	5.LA.1.1g	6.LA.1.1a	Complete sentences Correct fragments and run-ons.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	3.FS.3.1f	6.LA.1.1b	Correctly Use pronouns	Use pronouns (including intensive pronouns) correctly and ensure that they are in the proper case (subjective, objective, possessive).
	5.LA.1.1b	6.LA.1.1e	Form/ use the perfect verb tenses.	Form and appropriately use the perfect verb tenses (e.g., I had walked. / I have walked. / I will have walked.).
	5.LA.2.1a	6.LA.2.1a	Correctly apply comma rules.	Correctly apply comma rules in all situations.
	5.LA.2.1b	6.LA.2.1b	Consult reference to correctly spell grade-appropriate words.	Correctly spell grade-appropriate words, consulting references as needed.
	5.LA.3.1	6.LA.3.1	Use correct language for writing, speaking, reading, or listening.	Demonstrate knowledge of correct language usage when writing, speaking, or reading.

English				
SIXTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	5.LA.4.1b	6.LA.4.1b	Use Greek or Latin affixes and roots.	Use common Greek or Latin affixes and roots to help determine the meaning of a word (e.g., -able: affordable/sociable/disposable).
	5.LA.5.1c	6.LA.5.1d	Apply words that signal contrast.	Apply words that signal contrast (e.g., addition, however, although, nevertheless, similarly, moreover, in addition) to provide subtle differences in meaning.

English				
SEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
<b>Listening/ Speaking</b>	6.LS.1.1	7.LS.1.1	Listen and collaborate with peers	Listen to and collaborate with peers during social and academic interactions in class, group, and partner discussions; read-alouds; oral presentations; and a variety of grade-appropriate topics.
	6.LS.2.1	7.LS.2.1	Contribute to discussions	Contribute to class, group, and partner discussions by taking turns, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas from read texts or presentations/discussions/performances.
	6.LS.3.1b	7.LS.3.1b	Describe and interpret information	Describe, explain, support, discuss, and synthesize information.
	6.LS.4.1	7.LS.4.1	Academic vocabulary Synonyms Antonyms	Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain, and analyze stories and experiences with increasing precision and understanding of differences in meaning.
	6.LS.5.1	7.LS.5.1	Agree and persuade other in conversations	Reach an agreement or persuade others in conversations using learned phrases and creative or original responses.

English				
SEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	6.LS.6.1	7.LS.6.1a	Predictions and inferences Conclusions	Make predictions and inferences and draw conclusions from listening to a variety of texts, performances, and multimedia sources.
	6.LS.6.1	7.LS.6.1b	Language choices	Adjust language choices according to purpose, task, and audience.
	6.LS.7.1	7.LS.7.1	Oral presentations Citing evidence	Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to support ideas (e.g., integrating print or technological/digital resources).
<b>Foundational Skills</b>	6.FS.1.1b	7.FS.1.1b	Cite and paraphrases sources Plagiarism	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
	6.FS.1.1c	7.FS.1.1c	APA	Provide reference information of source(s) applying required MLA and APA student format.
	6.FS.3.1b	7.FS.3.1b	Syllabication patterns Multisyllabic words	Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.
	6.FS.4.1a	7.FS.4.1a	Reading with purpose	Read on-level texts with purpose and understanding.



English				
SEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	6.FS.4.1b	7.FS.4.1b	Prose Poetry	Accurately read on-level prose and poetry orally with appropriate rate and expression on successive readings.
Reading	6.R.1.1	7.R.1.1	Multimedia viewing Textual evidence to explain ideas, facts, events, cultural identities, genres, and processes. Connections to support analyses, predictions, inferences and conclusions.	Read a variety of grade-level texts and view a variety multimedia resources (when available) to explain ideas, facts, events, cultural identities, genres, and processes, supplying textual evidence and connections/relationships to support analyses, predictions, inferences and conclusions drawn from the text.
	6.R.2.1L	7.R.2.1L	Theme/ Main idea Literary text	Determine a theme or main idea of a literary text and how it is conveyed through particular details.
	6.R.2.1I	7.R.2.1I	Main idea informational text Summarize text	Determine a main idea of an informational text and how it is conveyed through details. Provide a summary of the text without personal opinions or judgments.
	6.R.3.1L	7.R.3.1La	Internal and external character traits	Distinguish character traits (internal and external).

English				
SEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	5.R.5.1I	7.R.3.1a	Cause and effect	Interpret cause and effect relationships.
	6.R.4.1L	7.R.4.1L	Literary text words and phrases meaning.	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone.
	6.R.4.1I	7.R.4.1I	Informational text words and phrases meaning.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.
	6.R.6.1L	7.R.6.1L	Literary text Point of view	Explain how an author develops the point of view of different characters, the narrator, or speaker in a literary text.
	6.R.6.1I	7.R.6.1I	Informational text Point of view	Determine an author's point of view or purpose in an informational text and explain how it is conveyed.
	6.R.10.1	7.R.10.1	Comprehend literary and informational text.	Read and comprehend a variety of literature (e.g., stories, dramas, and poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.

English				
SEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
Writing	6.W.1.1	7.W.1.1	Textual evidence to justify opinions or persuade.	Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support on a variety of personal, social, and cultural topics and current events in a composition of 3 or more paragraphs of 5 or more sentences each.
	6.W.2.1a	7.W.2.1a	Topic or thesis statement	Introduce a topic or thesis statement. Organize ideas, concepts and information.
	6.W.2.1b	7.W.2.1b	Transitions	Use appropriate transitions to clarify relationships among ideas and concepts.
	6.W.2.1b	7.W.2.1c	Concluding statement	Write short essays, and literary texts that develop real or imagined experiences or events using transitional words, phrases, conjunctions, and other cohesive devices that improve writing organization in paragraphs of 5 or more sentences each.
	6.W.3.1	7.W.3.1	Write essays Improve writing	Write short essays, and literary texts that develop real or imagined experiences or events using transitional words, phrases, conjunctions, and other cohesive devices that

English				
SEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
				improve writing organization in paragraphs of 5 or more sentences each.
	6.W.4.1	7.W.4.1	Writing process	Develop and strengthen writing as needed by planning, drafting, revising, editing (using editing marks), rewriting, and publishing.
	6.W.5.1	7.W.5.1	Technology/ internet use. Publish writing	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
	6.W.6.1	7.W.6.1	Write a report Research project	As part of a research project, write a report using several sources, building knowledge through the investigation of the different aspects of a topic.
	6.W.6.1b	7.W.6.1b	Gather information from print and digital sources.	Recall relevant information from experiences or gather relevant information from print and digital sources using search terms effectively.
	6.W.8.1	7.W.8.1	Write routinely for a variety of tasks.	Write routinely for short and extended periods of time (e.g., time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences, including, but not limited to, narrative,

English				
SEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
				persuasive, and descriptive writing and knowledge of their qualities.
<b>Language</b>	6.LA.1.1f	7.LA.1.1b	Use verb tenses	Apply appropriate verb tenses to convey various times, sequences, states, and conditions. Use linking and helping verbs.
	6.LA.1.1g	7.LA.1.1c	Use of subject-verb agreement	Apply knowledge of subject-verb agreement to write and speak effectively.
	6.LA.1.1d	7.LA.1.1d	Use conjunctions	Use conjunctions in writing and speech (e.g., and, but, for, nor, or, so).
	Begins in seventh grade	7.LA.1.1e	Correctly use phrases and clauses	Explain the function of phrases and clauses and correctly apply them.
	6.LA.1.1a	7.LA.1.1f	Write complete sentences Correct fragments and run-ons	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

English				
SEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	6.LA.1.1a	7.LA.1.1g	When speaking and writing choose simple, compound, complex, and compound-complex sentences.	Choose among simple, compound, complex, and compound-complex sentences when speaking and writing.
	6.LA.1.1g	7.LA.3.1a	Eliminating wordiness and redundancy use language that expresses ideas clearly, recognizing subject-verb agreement.	Choose language that expresses ideas clearly, recognizing subject-verb agreement and eliminating wordiness and redundancy.
	6.LA.4.1b	7.LA.4.1b	Affixes	Use common Greek or Latin affixes and roots correctly (e.g., ex-, inter-, anti-, micro-).
	6.LA.4.1c	7.LA.4.1c	Reference materials	Consult both digital and print reference materials (e.g., dictionaries, glossaries, thesauri) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech

English				
EIGHTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
Listening/ Speaking	7.LS.1.1a	8.LS.1.1a	Ask and answer questions	Ask relevant questions that evoke elaboration and respond to others' questions and comments with relevant observations and ideas that build the discussion and keep the conversation on topic
	7.LS.1.1c	8.LS.1.1c	Read-alouds Literary text Informational text Demonstrate comprehension Make connections Character Setting Plot Tone Mood	Listen and respond during read-alouds from a variety of literary and informational texts to demonstrate comprehension; generalize; make connections with character, setting, plot, and solution; and identify tone and mood.
	7.LS.1.1d	8.LS.1.1d	Listen and respond Complex instructions Statements Directions	Listen to, respond to, analyze, give, and discuss complex instructions, statements, and directions.

English				
EIGHTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	7.LS.2.1	8.LS.2.1	Turn taking Oral discussions	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas.
	7.LS.5.1	8.LS.5.1	Persuasion Point of view Discussions Presentations	Reach an agreement or persuade others to see the student's point of view during class/partner discussions or presentations/performances.
		8.LS.5.1a	Expanded learned phrases	Use an expanded number of learned phrases and/or creative or original responses.
	7.LS.6.1	8.LS.5.1b	Express and defend opinions	Express and defend opinions and subtle differences and viewpoints from peers, texts, and others.
	7.LS.7.1	8.LS.7.1	Oral presentations	Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to support ideas (e.g., integrating technology or digital/print resources).



English				
EIGHTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
<b>Foundational Skills</b>	7.FS.1.1b	8.FS.1.1b	Cite sources Plagiarism	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
	7.FS.1.1c	8.FS.1.1c	APA	Provide reference information of source(s) applying required MLA and APA student format.
	7.FS.3.1b	8.FS.3.1b	Multisyllabic words	Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.
	7.FS.3.1d	8.FS.3.1d	Encoding sounds	Process encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
	7.FS.4.1	8.FS.4.1	Read with fluency to support comprehension	Read with sufficient accuracy and fluency to support comprehension.
	7.FS.4.1a	8.FS.4.1a	Read with purpose	Read on-level texts with purpose and understanding.
	7.FS.4.1b	8.FS.4.1b	Read on-level prose and poetry.	Accurately read on-level prose and poetry orally with appropriate expression and rate on successive readings.

English				
EIGHTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	7.FS.4.1c	8.FS.4.1c	Context clues	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	7.R.1.1	8.R.1.1	Reading comprehension Drawing conclusions	Read a variety of grade-level texts and multimedia resources (when available) to explain ideas, phenomena, processes, cultural identities, genres, and text relationships, supplying textual evidence to support analyses and conclusions drawn from the text.
	7.R.2.1L	8.R.2.1L	Main idea (Literary) Summary	Determine a theme or main idea of a literary text and analyze its development over the course of the text. Provide an objective summary of the text.
	7.R.2.1I	8.R.2.1I	Main idea (Informational) Summary	Determine one or more main ideas in an informational text and analyze their development over the course of the text. Provide an objective summary of the text.
	7.R.5.1L	8.R.5.1L	Analyze structure of a drama or poem	Analyze how the structure of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet).
	7.R.5.1I	8.R.5.1I	Analyze structure of informational text	Analyze the structure an author uses to organize an informational text, including how the major

English				
EIGHTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
				sections contribute to the development of the ideas and to the whole.
	7.R.8.1	8.R.8.1	Author's argument	Identify and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims (including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities).
<b>Writing</b>	7.W.2.1	8.W.2.1	Write informational texts Examine topic Convey ideas Concepts Organization	Write informational texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content in 4 or more paragraphs of 6 or more sentences each.
	7.W.2.1a	8.W.2.1a	Topic or thesis statement	Introduce a topic or thesis statement. Organize ideas, concepts, and information.
	7.W.2.1b	8.W.2.1b	Use of transitions	Use appropriate transitions to clarify relationships among ideas and concepts
	7.W.2.1c	8.W.2.1c	Concluding statement	Provide a clear concluding statement

English				
EIGHTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	7.W.2.1d	8.W.2.1d	Language Vocabulary to inform or explain	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	7.W.4.1	8.W.4.1	Develop and strengthen writing	Develop and strengthen writing as needed by planning, drafting, revising, editing (using editing marks), rewriting, and publishing.
	7.W.5.1	8.W.5.1	Use of technology	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
	7.W.6.1	8.W.6.1	Research projects	Conduct short research projects to write a report that answers a question, drawing on several sources and refocusing the inquiry when appropriate.
	7.W.6.1b	8.W.6.1b	Recall information Print and digital resources	Recall relevant information from experiences or gather relevant information from print and digital sources using search terms effectively.
	7.W.8.1	8.W.8.1	Writing for a variety of discipline-specific tasks	Write routinely for short and extended periods of time (e.g., time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes (including, but not limited to, narrative,

English				
EIGHTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
				persuasive, and descriptive writing), and audiences and demonstrate knowledge of their qualities.
	Begins in eighth grade	8.W.8.1a	Respond to letters. reflections	Analyze to respond to letters, reflections, and revisions.
	Begins in eighth grade	8.W.8.1b	Analyze to arrange/write	Analyze to arrange/write essays, stories, autobiographies, and/or research.
<b>Language</b>	7.LA.2.1	8.LA.2.1	Capitalization Punctuation Spelling conventions	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.
	7.LA.2.1a	8.LA.2.1a	Advanced Punctuation	Use advanced punctuation (e.g., commas, ellipses, dashes) correctly.
	7.LA.2.1b	8.LA.2.1b	Spell correctly	Spell grade-appropriate words correctly, consulting references as needed.
	7.LA.4.1b	8.LA.4.1b	Affixes	Use common Greek or Latin affixes and roots correctly (e.g., ex-, inter-, anti-, micro-).
	7.LA.4.1c	8.LA.4.1c	Digital reference materials	Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

English				
EIGHTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	7.LA.5.1	8.LA.5.1	Figurative language Word relationships Variation in word meanings	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
	7.LA.5.1b	8.LA.5.1a	Figures of speech	Interpret figures of speech (e.g., verbal irony, puns) in context.
	7.LA.5.1c	8.LA.5.1b	Connotations Denotations	Distinguish among the different connotations (associations) and denotations (definitions) of words (e.g., bullheaded, willful, firm, persistent, resolute).

English				
NINTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
<b>Listening/ Speaking</b>	8.LS.1.1	9.LS.1.1	Listen, interact Read-alouds Oral presentations Discussions	Listen, support discussions, and interact with peers during read-alouds (of fictional and informational texts); oral presentations/performances; and class, group, and partner discussions on a variety of grade-appropriate academic and social topics.
	8.LS.1.1a	9.LS.1.1a	Ask and respond questions. Elaborate conversations	Ask relevant questions that evoke elaboration. Respond to others' questions and comments with relevant observations and ideas that build the discussion and keep the conversation on topic.
	8.LS.1.1b	9.LS.1.1b	Take turns in discussions Extend ideas	Take turns and show consideration by concurring or affirming with others in discussions. Extend ideas or arguments with support.
	8.LS.1.1c	9.LS.1.1c	Complex instructions and statements	Listen to, respond to, react to, and analyze complex instructions and statements. Apply, clarify, and provide instructions and directions.
	8.LS.2.1	9.LS.2.1	Contribute to conversations Synthesize key ideas	Contribute to class, group, and partner discussions by taking turns; asking and answering relevant, on-topic questions; affirming others; providing additional, relevant information; paraphrasing and evaluating; and analyzing and synthesizing key ideas. Sustain

English				
NINTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
				conversations on a variety of appropriate and relevant academic topics.
	8.LS.5.1	9.LS.5.1	Persuade and defend viewpoints	Persuade others through debates and discussions using creative and/or original responses to express and defend opinions or viewpoints.
	8.LS.5.1a	9.LS.5.1a	Oral Response	Appropriately use an extended number of learned phrases and/or creative or original responses.
	8.LS.5.1b	9.LS.5.1b	Explain and defend opinions	Explain and defend opinions and subtle differences in viewpoints from peers, texts, and others
	8.LS.7.1	9.LS.7.1	Formal and informal oral presentations Grade-appropriate topics Facts to support ideas. Technological /digital resources	Plan and deliver different types of formal and informal oral presentations and reports that enhance grade-appropriate topics and present evidence and facts that support ideas (e.g., integrating print or technological/digital resources).
<b>Foundational Skills</b>	8.FS.1.1b	9.FS.1.1b	Cite and paraphrase conclusions	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).



English				
NINTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	8.FS.1.1b	9.FS.1.1c	MLA APA	Provide complex reference information of source (s) applying required MLA and APA student format.
	8.FS.4.1	9.FS.4.1	Read with fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.
	8.FS.4.1a	9.FS.4.1a	Read with purpose and understanding.	Read on-level texts with purpose and understanding.
	8.FS.4.1b	9.FS.4.1b	Read on-level prose and poetry.	Accurately read on-level prose and poetry orally with appropriate rate and expression on successive readings.
	8.FS.4.1c	9.FS.4.1c	Context clues to confirm understanding.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English				
NINTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
Reading	8.R.1.1	9.R.1.1	Read grade-level text View multimedia resources Explain Use text to support conclusions	Read a variety of grade-level texts and view a variety of multimedia resources (when available) to explain ideas, phenomena, processes, cultural identities, genres, and text relationships, supplying textual evidence to support analyses and conclusions drawn from the text.
	8.R.1.1a	9.R.1.1a	Fact Opinion	Distinguish fact vs. opinion.
	8.R.1.1b	9.R.1.1b	Fiction Nonfiction	Distinguish fiction vs. nonfiction.
	8.R.1.1c	9.R.1.1c	Fact/ details to support main idea.	Identify facts/details that support main idea(s) from the texts.
	8.R.1.1d	9.R.1.1d	Make inferences Draw conclusions	Make inferences and draw conclusions from texts to support analysis.
	8.R.5.1L	9.R.5.1L	Compare and contrast text structure	Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style
	8.R.5.1I	9.R.5.1I	Analyze text structures	Analyze the structure of a specific paragraph in an informational text in detail, including the role of

English				
NINTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
				particular sentences in developing and refining a key concept
	8.R.8.1	9.R.8.1	Author's argument Text evidence	Delineate and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.
	8.R.10.1	9.R.10.1	Read literary texts Read informational texts	Read and comprehend a variety of literature (e.g., stories, dramas, and poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.
<b>Writing</b>	8.W.1.1	9.W.1.1	Justify opinions Persuade Textual evidence Composition	Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support on a variety of personal, social, and cultural topics and current events in a composition of 5 or more paragraphs of 6 or more sentences each.
	8.W.1.1a	9.W.1.1a	Explain viewpoints Defend positions	Explain and clarify viewpoints and opinions. Take and defend positions that differ from others.
	8.W.1.1b	9.W.1.1b	Claims or counterarguments Evidence	Support claim(s) or counterarguments with logical reasoning and relevant evidence.

English				
NINTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	8.W.1.1c	9.W.1.1c	Demonstrate understanding of topic or text.	Use reliable sources to demonstrate understanding of the topic or text.
	8.W.2.1	9.W.2.1	Write informational texts	Write informational texts to examine and convey complex ideas, concepts, and information through effective technique, organization, and analysis of content clearly and accurately in 5 or more paragraphs of 6 or more sentences each
	8.W.2.1a	9.W.2.1a	Topic statement Thesis statement Organize ideas	Introduce a topic or thesis statement. Organize ideas, concepts, and information.
	8.W.2.1b	9.W.2.1b	Use transitions in writing	Use appropriate transitions to clarify relationships among ideas and concepts.
	8.W.2.1c	9.W.2.1c	Concluding statement	Provide a clear concluding statement.
	8.W.2.1d	9.W.2.1d	Vocabulary	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	8.W.4.1	9.W.4.1	Writing Process	Develop and strengthen writing as needed by planning, drafting, revising, editing (using editing marks), rewriting, and publishing.
	8.W.4.1a	9.W.4.1a	Style guides MLA and APA	Focus on how well purpose and audience have been addressed, avoiding plagiarism, considering style guides

English				
NINTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
				(e.g., MLA and APA student format), and using citations.
	8.W.5.1	9.W.5.1	Use of technology to publish writing	Use technology, including the internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
	8.W.6.1	9.W.6.1	Research project Thesis question	As part of a research project, write a report that answers a thesis question, drawing on several sources and generating additional related, focused questions for further research and investigation.
	8.W.6.1b	9.W.6.1b	Recall relevant information	Recall relevant information from experiences or gather relevant information from print and digital sources using search terms effectively.
	8.W.7.1	9.W.7.1	Draw evidence from text.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	8.W.8.1a	9.W.8.1a	Analyze and respond in writing	Analyze and respond to letters, reflections, and revision (s).
	8.W.8.1b	9.W.8.1b	Analyze and arrange writing	Analyze and arrange/write essays, stories, autobiographies, and/or research.
<b>Language</b>	8.LA.1.1	9.LA.1.1	Command of English grammar Conventions	Demonstrate command of English grammar and usage conventions.

English				
NINTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	Begins in ninth grade	9.LA.1.1a	Parallel structure of conjunctions	Use parallel structure with conjunctions (e.g., “and” and “or”) to show that two or more ideas have the same level of importance (e.g., He likes to jog, swim, and hike.).
	Begins in ninth grade	9.LA.1.1b	Types of phrases: Noun Verb Infinitive Adjectival Adverbial Participial Prepositional	Use various types of phrases: noun, verb, infinitive, adjectival, adverbial, participial, and prepositional.
	Begins in ninth grade	9.LA.1.1c	Types of clauses: Independent Dependent Noun Relative Adverbial	Use various types of clauses: independent/dependent, noun, relative, adverbial.
	8.LA.2.1	9.LA.2.1	Capitalization Punctuation Spelling conventions	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.

English				
NINTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	8.LA.1.1b	9.LA.3.1a	Verbs: Active voice Passive voice	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects
	8.LA.4.1b	9.LA.4.1b	Words	Analyze word changes to indicate different meanings or parts of speech (e.g., analyze/analysis/analytical, advocate/advocacy).
	8.LA.4.1c	9.LA.4.1c	Digital and reference materials	Consult both digital and print reference materials (e.g., dictionaries, glossaries, thesauri) to find a word's pronunciation, parts of speech, spelling, origin, and meaning.
	8.LA.5.1	9.LA.5.1	Figurative language	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
	8.LA.5.1a	9.LA.5.1a	Figures of speech	Interpret figures of speech (e.g., euphemism) in context and analyze their role in the text.
	8.LA.5.1b	9.LA.5.1b	Connotations and denotations	Distinguish among the different connotations (associations) and denotations (definitions) of words (e.g., bullheaded, willful, firm, persistent, resolute).
	8.LA.5.1c	9.LA.5.1c	Word meaning	Analyze the meaning of words with similar denotations.

English				
NINTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	8.LA.6.1	9.LA.6.1	Use knowledge of vocabulary for reading, writing, speaking and listening.	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.



<b>English</b>				
<b>TENTH GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
<b>Listening/ Speaking</b>	9.LS.1	10.LS.1.1a	Ask and answer questions	Ask relevant questions that elicit elaboration. Respond to others' questions and comments with relevant observations that keep the discussion on topic.
	9.LS.1	10.LS.1.1d	Character traits Parts of a story	Listen to a variety of literature, genres (plays, poetry, and others), and styles to analyze character development, setting, tone, voice, and mood and make connections to text.
	9.LS.2.1	10.LS.2.1	Contribute to discussions Paraphrase, evaluate, analyze, synthesize ideas.	Contribute to class, group, and partner discussions. Sustain conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules and asking and answering on-topic questions. React to others with relevant information by paraphrasing, evaluating, analyzing, and synthesizing ideas.
	9.LS.2.1	10.LS.3.1	Oral responses	Respond orally to closed- and open-ended questions.
	9.LS.3.1a	10.LS.3.1a	Follow instructions	Listen to, discuss, evaluate, and respond to complex instructions and information.
	9.LS.3.1	10.LS.3.1c	Analyze information Closed and Open ended questions	Critically analyze closed- and open-ended questions and answer them with increasing knowledge.

<b>English</b>				
<b>TENTH GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	9.LS.4.1	10.LS.4.1	Academic vocabulary Speeches Oral Presentations Personal experiences	Accurately and appropriately use a variety of grade-appropriate and content-specific social, academic, college, and career-ready words when giving speeches and presentations/performances to explain and analyze stories and personal experiences with current/world events.
	9.LS.5.1	10.LS.5.1	Oral Persuasion	Persuade others in conversations using a growing number of learned phrases and open responses to express and defend different opinions.
	9.LS.5.1a	10.LS.5.1a	Oral responses	Appropriately use an extended number of learned phrases and/or creative or original responses.
	9.LS.5.1b	10.LS.5.1b	Defend opinions Viewpoints	Explain and defend opinions and subtle differences in viewpoints from peers, texts, and others.
	9.LS.7.1	10.LS.7.1	Oral presentations Support ideas with evidence and facts	Plan and deliver a variety of oral presentations and reports on developmentally appropriate topics that present evidence and facts to support ideas using a growing understanding of formal and informal registers (e.g., integrating print or technological/digital resources).
<b>Foundational Skills</b>	9.FS.1.1	10.FS.1.1	Print concepts	Demonstrate understanding of the organization and basic features of print.
	9.FS.1.1a	10.FS.1.1a	Recognize important information	Recognize relevant information from multiple reliable print and digital sources.

<b>English</b>				
<b>TENTH GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	9.FS.1.1a	10.FS.1.1b	Gather information from sources	Gather relevant information from multiple print and digital sources to assess the credibility of each source.
	9.FS.1.1b	10.FS.1.1c	Cite resources Plagiarism	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
	9.FS.1.1b	10.FS.1.1d	MLA APA	Provide complex reference information of source(s) applying required MLA and APA student format.
	9.FS.1.1	10.FS.1.1e	Cohesive devices	Understand that ideas are connected through cohesive devices and larger meaningful chunks of text.
	9.FS.1.1	10.FS.1.1f	Sentence structure Complex and Compound sentences Run on sentences	Produce complete complex and compound sentences, recognizing and correcting inappropriate run-ons and fragments.
	9.FS.3.1b	10.FS.3.1b	Decoding multisyllabic words Prefixes Suffixes	Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, syllabication patterns, prefixes, and suffixes.

<b>English</b>				
<b>TENTH GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	9.FS.4.1	10.FS.4.1	Read with appropriate: Stress Intonation Expression	Accurately and automatically read grade-level texts with appropriate patterns of stress, intonation, or expression
<b>Reading</b>	9.R.1.1	10.R.1.1	Critical reading Interpret complex ideas	Evaluate, analyze, research/synthesize drawn from in-depth critical reading of appropriate texts and viewing of multimedia resources. Interpret increasingly complex phenomena, ideas, processes, genres, and relationships within and across texts.
	9.R.2.1L	10.R.2.1L	Main idea literary text	Determine the theme or main idea of a literary text and analyze its development in detail, including how it emerges in the text and is shaped and refined by specific details. Provide a subjective or responsive summary of the text.
	9.R.2.1I	10.R.2.1I	Main idea informational text	Determine the theme or main idea of an informational text and analyze its development in detail over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an objective summary of the text.
	9.R.4.1L	10.R.4.1L	Word meaning in literary text	Determine the meaning of words and phrases as they are used in a literary text.

<b>English</b>				
<b>TENTH GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	9.R.4.1La	10.R.4.1La	Figurative meaning in literary text	Determine figurative and connotative meanings in a literary text.
	9.R.4.1	10.R.4.1Lb	Word choice Meaning Tone Literary texts	Analyze the cumulative impact of specific word choices on meaning and tone in literary texts(e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).
	9.R.4.1I	10.R.4.1I	Word meaning Informational text	Determine the meaning of words and phrases as they are used in an informational text.
	9.R.4.1a	10.R.4.1a	Figurative meaning in informational text	Determine figurative and connotative meanings in a literary text.
	9.R.4.1	10.R.4.1b	Word choice Meaning Tone Informational Texts	Analyze the cumulative impact of specific word choices on meaning and tone in informational texts (e.g., how the language of a court opinion differs from that of a newspaper).
	9.R.5.1L	10.R.5.1L	Text structure Parallel plots	Analyze how an author’s choices about the structure of a literary text or the order of events within it (e.g., parallel plots) creates effects such as mystery, tension, or surprise.
	9.R.5.1I	10.R.5.1I	Author’s writing style (point of view)	Analyze in detail how an author’s ideas or claims (positions) are developed and refined by sentences, paragraphs, or portions of an available informational text (e.g., essays, reports, and news articles).

<b>English</b>				
<b>TENTH GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	9.R.7.1	10.R.7.1	Compare literature from 2 sources Elements of literature	Analyze the representation of a topic, character, or key scene as presented in 2 different media (print and multimedia), determining which elements are emphasized or absent in each case.
	9.R.10.1	10.R.10.1	Read and comprehend literature and informational texts	Read and comprehend a variety of literature (e.g., stories, dramas, and poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.
<b>Writing</b>	9.W.2.1	10.W.2.1	Write informational and argumentative texts of 5 or more paragraphs	Write informational and argumentative texts to examine and convey complex ideas, concepts, and information through the selection, organization, and analysis of content through essays, letters, and other types of texts in 5 or more paragraphs of 6 or more sentences each.
	9.W.2.1a	10.W.2.1a	Topic statement Thesis statement Organize ideas	Introduce a topic or thesis statement. Organize ideas, concepts, and information.
	9.W.2.1b	10.W.2.1b	Use transitions in writing	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	9.W.2.1c	10.W.2.1c	Concluding statement	Provide a clear concluding statement.
	9.W.2.1d	10.W.2.1d	Vocabulary	Use precise language and domain-specific vocabulary to inform about or explain the topic.

<b>English</b>				
<b>TENTH GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	9.W.3.1	10.W.3.1	Write literary texts Cohesive devices Literary elements	Write literary texts using transitional words and other cohesive devices to better organize writing and develop real or imagined experiences or events. Use literary elements and techniques (e.g., narrative structure, theme, mood, plot, setting, moral, alliteration, hyperbole, allegory) in 5 or more paragraphs of 6 or more sentences each.
	9.W.4.1	10.W.4.1	Develop and strengthen writing following the writing process	Develop and strengthen writing as needed by planning, drafting, revising, editing (using editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, considering style guides (e.g., MLA and APA student format), and using citations.
	9.W.5.1	10.W.5.1	Use of technology for writing Publishing Relate to information	Use technology, including the internet, to produce and publish different types of writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.
	9.W.6.1	10.W.6.1	Conduct research	As part of a research project, write a report that answer a question or solves a problem, drawing on several sources and generating additional focused questions that allow for extended exploration and research.

<b>English</b>				
<b>TENTH GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	9.W.8.1	10.W.8.1	Written communication Research Reflection Revision	Write routinely for short and extended periods of time (e.g., for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences (e.g., integrating technology or digital/print resources).
<b>Language</b>	9.LA.2.1	10.LA.2.1a	Punctuation marks	Use advanced punctuation marks correctly (e.g., colon, semicolon).
	9.LA.2.1b	10.LA.2.1b	Spelling correctly	Spell grade-appropriate words correctly, consulting references as needed.
	9.LA.2.1c	10.LA.2.1c	Capitalization	Apply capitalization rules correctly.
	9.LA.3.1	10.LA.3.1	Language functions in context	Apply knowledge of language to understand how it functions in different contexts, to make effective choices in terms of meaning or style, and to comprehend more fully when reading or listening.
	9.LA.3.1a	10.LA.3.1b	Verb tenses Simple present Present progressive Future progressive Present perfect Irregular verbs	Use verb tenses (e.g., simple present, present progressive, simple past, past progressive, future, future progressive, and present perfect, including irregular verbs).
	9.LA.3.1a	10.LA.3.1c	Active and Passive Voice	Use active-passive voice.



<b>English</b>				
<b>TENTH GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	Begins in 10th	10.LA.3.1e	Subject verb agreement Compound subjects, Indefinite pronouns, Collective nouns, Inverted word order	Use subject-verb agreement (compound subjects, indefinite pronouns, collective nouns, inverted word order).
	Begins in 10th	10.LA.3.1f	Superlative Adjectives and adverbs	Use of comparative and superlative adjectives and adverbs.
	6.LA.1.1c	10.LA.3.1g	Prepositions and prepositional phrases	Use prepositions and prepositional phrases.
	9.LA.4.1c	10.LA.4.1c	Consult reference materials Word origins Parts of speech	Consult both digital and print reference materials (e.g., dictionaries, glossaries, thesauri) to find a word's pronunciation, parts of speech, spelling, origin, and meaning.
	9.LA.5.1	10.LA.5.1	Figurative language Word meaning	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
	9.LA.5.1a	10.LA.5.1a	Personification Similes Metaphors	Appropriately identify, interpret, and integrate figurative language, including personification, similes, and metaphors, into writing and speaking.
	9.LA.5.1b	10.LA.5.1b	Figures of speech	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

<b>English</b>				
<b>TENTH GRADE</b>				
<b>Standards</b>	<b>Prior Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	9.LA.6.1	10.LA.6.1a	Word choice	Demonstrate increasing independence when considering a word or phrase important to comprehension or expression.

English				
ELEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
<b>Listening/ Speaking</b>	10.LS.1	11.LS.1.1	Comprehend and analyze information Discuss information	Listen, support discussions, and interact with peers during read-alouds (of fictional and informational texts), oral presentations; and class, group, and partner discussions on a variety of grade-appropriate academic, social, college, and career topics
	10.LS.1.1d	11.LS.1.1c	Listen and respond to literature	Listen and respond during read-alouds, presentations, or performances from a variety of literature, periods, genres, and styles to interpret character development and setting and to connect to the text by identifying the tone, voice, and mood.
	10.LS.2	11.LS.2.1	Oral communication Contribute to discussions Paraphrase, evaluate, analyze and synthesize ideas.	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules and asking and answering on-topic questions. React to others with relevant information by paraphrasing, evaluating, analyzing, and synthesizing ideas.
	10.LS.3.1	11.LS.3.1b	Evaluate and respond to information	Assess, review, and debate information, justifying answers with details from texts, the self, and the world.
	10.LS.5.1	11.LS.5.1	Persuade in oral discussions Defend opinions	Negotiate with and persuade others in discussions and conversations using acquired vocabulary and open responses to express and defend different opinions.

English				
ELEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	10.LS.6.1	11.LS.6.1a	Oral expression for academic purpose	Express thoughts and opinions when discussing current events, concepts, themes, characters, plot, and conflict resolution.
	10.LS.6.1b	11.LS.6.1b	Predict and infer	Make predictions and inferences and draw conclusions from listening to a variety of texts, performances, and multimedia sources.
	10.LS.7.1	11.LS.7.1	Oral presentations Present evidence and facts Formal and informal registers	Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using a growing understanding of formal and informal registers (e.g., integrating technology or digital/print resources).
<b>Foundational Skills</b>	10.FS.1.1b	11.FS.1.1b	Cite resources Plagiarism	Gather relevant information from multiple print and digital sources to assess the credibility of each source.
	10.FS.1.1c	11.FS.1.1c	MLA APA	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
	10.FS.3.1b	11.FS.4.1a	Reading fluency	Read with sufficient accuracy and fluency to support comprehension.
	10.FS.4.1c	11.FS.4.1c	Context clues	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English				
ELEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
Reading	10.R.1.1	11.R.1.1	Critical reading Interpret complex ideas	Evaluate, analyze, research/synthesize drawn from in-depth critical reading of appropriate texts and viewing of multimedia resources. Interpret increasingly complex phenomena, ideas, processes, genres, and relationships within and across texts.
	10.R.2.1L	11.R.2.1La	Subjective summary	Provide a subjective or responsive summary of the text.
	10.R.2.1I	11.R.2.1Ia	Objective summary	Provide an objective summary of informational texts.
	10.R.3.L	11.R.3.1L	Characterization Conflicts Setting Plot Theme	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text; interact with other characters; affect the setting, influence the plot, and its components; or develop the theme.
	10.R.3.1I	11.R.3.1I	Development of ideas	Analyze how an author presents an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	10.R.5.1L	11.R.5.1L	Text structure Literary Parallel plots Flashbacks Mystery Tension	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create effects such as mystery, tension, or surprise.

English				
ELEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	10.R.5.1l	11.R.5.1l	Analyze author's ideas in text	In detail, analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or portions of a text (e.g., chapters, essays, or news articles).
	10.R.8.1	11.R.8.1	Author's argument Evidence	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.
	10.R.8.1	11.R.8.1a	Identify reasoning in writing	Identify false statements and fallacious reasoning (including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities).
	10.R.10.1	11.R.10.1	Reading Comprehension Cultural literature Informational texts	Read and demonstrate comprehension of a variety of culturally relevant literature (e.g., stories, dramas, and poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.
<b>Writing</b>	10.W.1.1	11.W.1.1b	Logical reasoning Arguments	Support claim(s) or counterarguments with logical reasoning and relevant evidence.
	10.W.1.1c	11.W.1.1c	Evaluate information sources	Use reliable sources to demonstrate understanding of the topic or text.

English				
ELEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	10.W.2.1	11.W.2.1	Writing essays Argumentative Expository Persuasive Research Papers Text organization	Write essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization; an expanding vocabulary; and proper selection, organization, and analysis of content in 5 or more paragraphs 6 or more sentences each.
	10.W.2.1a	11.W.2.1a	Topic statement Thesis statement Organization of ideas	Introduce a topic or thesis statement. Organize ideas, concepts, and information.
	10.W.2.1b	11.W.2.1b	Transitions and Cohesion in writing	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	10.W.2.1c	11.W.2.1c	Concluding statement	Provide a clear concluding statement.
	10.W.4.1	11.W.4.1	Develop and strengthen writing using the writing process	Develop and strengthen writing as needed through planning (e.g., outlines and graphic organizers), drafting, revising, editing (using editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, considering style guides, and using citations (e.g., MLA and APA student format).

English				
ELEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	10.W.6.1	11.W.6.1	Research projects	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, relating multiple reliable sources and demonstrating understanding of the subject.
	10.W.8.1	11.W.8.1	Write for discipline specific tasks	Write routinely for short and extended periods of time (e.g., for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences (e.g., integrating technology or digital/print resources).
<b>Language</b>	10.LA.1.1a	11.LA.1.1a	Sentence structure Complex sentences Compound sentences Subject verb agreement Parallel structure	Apply an understanding of run-on sentences, complex and compound sentences, and sentence fragments. Assess various grammar and usage texts. Analyze subject-verb agreement and parallel structure
	10.LA.2.1a	11.LA.2.1a	Punctuation	Use advanced punctuation marks correctly (e.g., colon, semicolon).
	10.LA.2.1b	11.LA.2.1b	Punctuation	Use punctuation marks correctly, including the use of dashes and parentheses in sentences.
	10.LA.2.1c	11.LA.2.1c	Spelling	Spell correctly.



English				
ELEVENTH GRADE				
Standards	Prior Knowledge	Core Competencies	Concepts	The student is capable of:
	10.LA.3.1d	11.LA.3.1d	Verbals Infinitives Participles Gerunds Modal auxiliaries	Use verbals (e.g., infinitives, participles, and gerunds used as adjectives and nouns) and modal auxiliaries (e.g., can, could, shall, should, will, would, must, have to, may, might, ought to).
	10.LA.3.1g	11.LA.3.1g	Prepositions	Use prepositions and prepositional phrases.
	10.LA.4.1	11.LA.4.1	Determine meaning of words	Determine or clarify the meaning of unknown and multiple-meaning words and phrases through grade-level appropriate reading and content, choosing flexibly from a variety of strategies.
	10.LA.4.1a	11.LA.4.1a	Academic Word Usage	Apply a variety of strategies to identify or clarify word use and help determine the meaning of a word or phrase.
	10.LA.4.1b	11.LA.4.1b	Word modification patterns	Identify and correctly use patterns of word modifications that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
	10.LA.5.1a	11.LA.5.1a	Figurative language	Identify, interpret, and integrate figurative language (including personification, similes, and metaphors) appropriately into writing and speech.
	10.LA.5.1b	11.LA.5.1b	Figures of speech	Interpret figures of speech (e.g., oxymoron, hyperbole, paradox) in context and analyze their role in the text.
	10.LA.5.1c	11.LA.5.1c	Denotations and Connotations	Analyze the meaning of words with similar denotations and connotations.

<b>English</b>				
<b>TWELFTH GRADE</b>				
<b>Standards</b>	<b>Previous Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
<b>Listening/ Speaking</b>	11.LS.1.1	12.LS.1.1	Listen and respond in discussions Develop logical arguments	Listen to and interact with peers during class, group, and partner discussions, developing logical arguments to expand upon conversations on a variety of grade-appropriate academic, social, college, and career topics.
	11.LS.1.1b	12.LS.1.1b	Establish norms for discussion Analyze information	Work with peers to establish norms for discussions and decision-making, analyze information and key ideas, establish goals based on knowledge and individual roles, and demonstrate respect for diverse perspectives.
	11.LS.1.1c	12.LS.1.1c	Analyze character development Distinguish tone, voice, mood	Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting and to distinguish the characteristics of tone, voice, and mood. Make connections to the text.
	11.LS.1.1d	12.LS.1.1d	Sythesize and prioritize information Closed and Open-ended questions Information	Listen and respond to synthesize, explain, support, and discuss information. Answer and formulate closed- and open-ended questions. Listen to, classify, and prioritize information.

<b>English</b>				
<b>TWELFTH GRADE</b>				
<b>Standards</b>	<b>Previous Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	11.LS.2.1	12.LS.2.1	Contribute to discussions. Sustain conversations	Contribute to class, group, and partner discussions. Sustain conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules and asking and answering on-topic.
	11.LS.3.1	12.LS.3.1	Closed and open ended questions	Respond orally through closed- and open-ended questions about real-life and academic situations and answer questions demonstrating knowledge of the topic.
	11.LS.3.1b	12.LS.3.1b	Analyze and interpret information	Synthesize, analyze, and debate information, justifying answers with details from texts, self, and experiences.
	11.LS.4.1	12.LS.4.1	Use grade specific vocabulary to analyze stories, and personal experiences	Accurately and appropriately use a variety of grade-appropriate general academic and content-specific academic, social, college, and career-ready words when producing complex spoken texts and when telling, retelling, explaining, and analyzing stories; personal experiences; and current, social, college, and career events.
	11.LS.5.1	12.LS.5.1	Use of persuasion in oral communication	Negotiate with and persuade others during discussions and conversations using acquired vocabulary and open responses to express and defend point of view.
	11.LS.6.1	12.LS.6.1	Use of language in speeches	Apply language choices in different contexts for different purposes and audiences during speech deliverance.

<b>English</b>				
<b>TWELFTH GRADE</b>				
<b>Standards</b>	<b>Previous Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
<b>Foundational Skills</b>	11.FS.1.1b	12.FS.1.1b	Information sources	Gather relevant information from multiple print and digital sources to assess the credibility of each source.
	11.FS.1.1c	12.FS.1.1c	Cite resources APA	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
	11.FS.3.1b	12.FS.3.1b	Multisyllabic Affixes	Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, syllabication patterns, prefixes, and suffixes.
	11.FS.3.1d	12.FS.3.1d	Encoding sounds	Process encoding sounds through letters (s,r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
	11.FS.4.1a	12.FS.4.1a	Reading fluency	Read with sufficient accuracy and fluency to support comprehension.
	11.FS.4.1b	12.FS.4.1b	Poetry Prose	Read grade-level prose and poetry orally with appropriate purpose, intonation, expression, and understanding.
	11.FS.4.1c	12.FS.4.1c	Word recognition	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<b>English</b>				
<b>TWELFTH GRADE</b>				
<b>Standards</b>	<b>Previous Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
<b>Reading</b>	11.R.2.1L	12.R.2.1L	Subjective summary (Literary text)	Determine 2 or more themes (e.g., hate, love, etc.) or main ideas of a literary text and analyze their development to provide a subjective summary.
	11.R.2.1I	12.R.2.1I	Subjective summary (Informational text)	Determine 2 or more main ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another. Provide a complex analysis and objective summary of the text.
	11.R.4.1Lb	12.R.4.1L	Word usage and meaning in literature Figurative and connotative meanings Tone	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. Include Shakespeare as well as other authors.
	11.R.4.1Ib	12.R.4.1I	Word usage and meaning in informational reading Figurative and connotative meanings Tone	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in “Federalist Papers No. 10”).

<b>English</b>				
<b>TWELFTH GRADE</b>				
<b>Standards</b>	<b>Previous Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	11.R.6.1L	12.R.6.1L	Distinguishing Point of view Satire Sarcasm Irony Understatement	Analyze a case in which grasping a point of view requires the student to distinguish what is directly stated in a text from the actual meaning (e.g., satire, sarcasm, irony, or understatement).
	11.R.6.l	12.R.6.1l	Point of view Purpose Writing styles	Evaluate an author's point of view or purpose in a text in which the rhetoric is particularly effective. Analyze how style and content contribute to the power, persuasiveness, or beauty of the text.
	11.R.8.1	12.R.8.1	Seminal texts	Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
	11.R.10.1	12.R.10.1	Reading comprehension	Read and demonstrate comprehension of a variety of culturally diverse literature (e.g., stories, dramas, poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.
<b>Writing</b>	11.W.1.1a	12.W.1.1a	Justify writing. Viewpoints Opinions Thesis statement	Express, clarify, and defend viewpoints and opinions. Justify arguments with the support of the thesis statement and claims.

<b>English</b>				
<b>TWELFTH GRADE</b>				
<b>Standards</b>	<b>Previous Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	11.W.2.1	12.W.2.1	Essays Argumentative Expository Compare & Contrast Persuasion Research	Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with independence and precision using appropriate text organization; expanding vocabulary; and selection, organization, and analysis of content in 5 or more paragraphs.
	11.W.4.1	12.W.4.1	Writing process MLA APA	Develop and strengthen writing as needed by planning (e.g., using outlines and graphic organizers), drafting, revising, editing (using editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, considering style guides (e.g., MLA and APA student format), and using citations. +
		12.W.5.1	Publish writing using digital resources.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, linking to other information and displaying information flexibly and dynamically.
	11.W.6.1	12.W.6.1	Research projects	Conduct sustained research projects to answer a question (including a self-generated question) or to solve a problem or job/university inquiry. Synthesize multiple reliable sources to demonstrate knowledge on the subject.
	11.W.7.1	12.W.7.1	Citation	Cite evidence from literary or informational texts to support analysis, reflection, and research.

<b>English</b>				
<b>TWELFTH GRADE</b>				
<b>Standards</b>	<b>Previous Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	11.W.8.1	12.W.8.1	Write routinely	Write routinely for a variety of discipline-specific tasks, formal and informal purposes, and audiences, demonstrating research, reflection, and revision (e.g., integrating technology or digital/print resources).
<b>Language</b>	11.LA.2.1a	12.LA.2.1a	Punctuation and hyphenation	Use punctuation marks correctly. Observe hyphenation conventions.
	11.LA.3.1b	12.LA.3.1b	Use of verb tenses Present Present progressive Future Future progressive Present Perfect Irregular verbs	Apply knowledge of verb tenses (e.g., simple present, present progressive, simple past, past progressive, future, future progressive, and present perfect, including irregular verbs).
	11.LA.3.1g	12.LA.3.1g	Subject-verb agreement	Apply knowledge of subject-verb agreement (compound subjects, indefinite pronouns, collective nouns, inverted word order). +
	11.LA.4.1c	12.LA.4.1c	Use of reference materials	Consult general and specialized reference materials (e.g., college-level dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word, parts of speech, spelling, origin, meaning, and usage.
	11.LA.5.1	12.LA.5.1	Figurative language	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.



<b>English</b>				
<b>TWELFTH GRADE</b>				
<b>Standards</b>	<b>Previous Knowledge</b>	<b>Core Competencies</b>	<b>Concepts</b>	<b>The student is capable of:</b>
	11.LA.5.1a	12.LA.5.1a	Figures of speech	Interpret figures of speech (e.g., oxymoron, hyperbole, paradox) in context and analyze their role in the text.
	11.LA.6.1	12.LA.6.1	Use of academic vocabulary	Accurately use general, academic, and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level. Demonstrate independence when using a word or phrase important to comprehension or expression.

## COLLABORATORS

---

The English Program is grateful for the commitment and valuable contributions of all the stakeholders who were part of the curriculum review process. Their efforts and expertise contributed to the development of the English Core Competencies by Grade Level document.

**Prof<sup>a</sup>. Tamar Acevedo Feliciano**  
Maestra  
Escuela Francisco Mendoza Álvarez

**Dra. Lorelei Aldarondo Maldonado**  
Universidad Ana G. Méndez

**Prof. Jahzeel Algarín Álvarez**  
Universidad Ana G. Méndez

**Prof<sup>a</sup>. Zelidith Ares Otero**  
Maestra  
Escuela Guillermina Rosado

**Prof<sup>a</sup>. Sandra Blondett Rivera**  
Facilitadora Docente de inglés  
ORE Ponce

**Prof. Harry Bonksky**  
Maestro  
Escuela Bilingüe Juan Ponce de León

**Prof. Edwin Bosque Nieves**  
Maestro  
Escuela. Marta Vélez de Fajardo

**Prof<sup>a</sup>. Elane A. Brown Acevedo**  
Maestra  
Escuela Luis Muñoz Rivera

**Prof<sup>a</sup>. Vanessa Buitrón Ayala**  
Maestra  
Escuela Ángel Pedro Millán

**Prof. Miguel Camacho González**  
Maestro  
Escuela Asunción Rodríguez de Sala

**Prof<sup>a</sup>. Caridad Carbillido Romero**  
Puerto Rico TESOL

**Prof. Gerald Castilloveita Costa**  
Maestro  
Escuela Sol Isolina Ferré

**Prof<sup>a</sup>. Sandra I. Cruz Gómez**  
Maestra  
Escuela Manuela Toro

**Dra. María L. Cruz Otero**  
Maestra  
Escuela Cristóbal Santana Melecio

**Prof<sup>a</sup>. Carolina Dávila Colón**  
Maestra  
Escuela San Patricio

**Prof<sup>a</sup>. Cristina M. Dávila Colón**  
Maestra  
Escuela Primaria Inocencio

**Prof<sup>a</sup>. Yarisette Grigg Ruiz**  
Maestra  
Escuela Bilingüe Luis Muñoz Iglesias

**Prof. Héctor Guevara Morales**  
Maestro  
Escuela Ángela Cordero Bernard

**Prof. Héctor León Cartagena**  
Puerto Rico Tesol

**Prof<sup>a</sup>. Nydia Lugo Duprey**  
Caribbean University

**Adriana Márquez Colón**  
Estudiante Universitaria  
Stakeholder

**Prof<sup>a</sup>. Germarie Marrero Nieves**  
Maestra  
Escuela Miguel Ángel Juliá Collazo

**Prof<sup>a</sup>. Sandra Martínez Figueroa**  
Maestra  
Escuela Francisco Menéndez Babañe

**Prof<sup>a</sup>. Myrna Martínez López**  
Maestra  
Escuela Abelardo Díaz Alfaro

**Dra. Yolanda Mercado Fretts**  
Caribbean University

**Prof<sup>a</sup>. Joany Morales Fiol**  
Maestra  
Escuela Bilingüe Juan Ponce de León

**Prof<sup>a</sup>. Natalia Morales Ortiz**  
Puerto Rico TESOL

**Prof<sup>a</sup>. Vanessa Negrón Marcano**  
Maestra  
Escuela Luis Muñoz Rivera

**Prof<sup>a</sup>. Lizza Padovani Homs**  
Facilitadora Docente de inglés  
ORE Mayagüez

**Prof<sup>a</sup>. Celia Pagán Alarcón**  
Maestra  
Escuela Luis Muñoz González

**Prof<sup>a</sup>. Rina M. Pérez Castro**  
Maestra  
Escuela Eugenia LeCompte

**Prof<sup>a</sup>. Lizamari Pérez Jackson**  
Maestra  
Escuela Pachín Marín

**Prof<sup>a</sup>. Loida L. Plaza Quiñones**  
Maestra  
Escuela Guillermina Rosado de Ayala

**Prof<sup>a</sup>. Ilia Rodríguez Andino**  
Maestra  
Escuela Miguel Such

**Prof<sup>a</sup>. Elba Rodríguez Román**  
Maestra  
Escuela Cristóbal Colón

**Prof. Javier Rodríguez Torres**  
Maestro  
Escuela Vocacional Costa Rica

**Prof<sup>a</sup>. Karem M. Román**  
Maestro

**Prof<sup>a</sup>. Yadira Román Chanza**  
Maestra  
Escuela José Mercado Bilingüe

**Prof<sup>a</sup>. Zindy Ruiz Cruz**  
Maestra  
Escuela Inés María Mendoza

**Prof<sup>a</sup>. Jennifer Sanjurjo Pabón**

Miembro de la comunidad, Bayamón

**Prof. Nelson Soto Miranda**

Maestro

Escuela S.U. José R. Carreras

**Prof<sup>a</sup>. Karen Valentín Torres**

Maestra

Escuela Fernández Callejo

**Prof. Jorge Wong**

Maestro

Escuela Especializada Padre Rufo