# K-8 Reading Curriculum

## English Language Arts Standards: Reading

| Foundational | Discoverers I  
(Kindergarten) | Discoverers II  
(1st Grade) | Discoverers II  
(2nd Grade) |
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<td><strong>Scholars will:</strong></td>
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| ● Recognize that spoken words are represented by specific sequences of letters | ● Know and apply grade-level phonics and word analysis skills in decoding words.  
  ○ Distinguish long and short vowels when reading regularly spelled one-syllable words.  
  ○ Know spelling-sound correspondences for additional common vowel teams.  
  ○ Decode regularly spelled two-syllable words with long vowels.  
  ○ Decode words with common prefixes and suffixes.  
  ○ Identify words with inconsistent but common spelling-sound correspondences.  
  ○ Recognize and read grade-appropriate irregularly spelled words.  
  ● Read with sufficient accuracy and fluency to support comprehension.  
  ○ Read grade-level text with purpose and understanding.  
  ○ Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  
  ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | ● Know and apply grade-level phonics and word analysis skills in decoding words.  
  ○ Identify and know the meaning of the most common prefixes and derivational suffixes.  
  ○ Decode words with common Latin suffixes.  
  ○ Decode multisyllable words.  
  ○ Read grade-appropriate irregularly spelled words.  
  ● Read with sufficient accuracy and fluency to support comprehension.  
  ○ Read grade-level text with purpose and understanding.  
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  ○ Read grade-level text with purpose and understanding.  
  ○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
  ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ● Understand that words are separated by spaces in print | ● Count, pronounce, blend, and segment syllables in spoken words.  
  ● Blend and segment onsets and rimes of single-syllable spoken words.  
  ● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words).* (This does not include CVCs ending with /l/, /r/, or /s/.)  
  ● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
  ● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  
  ● Distinguish long from short vowel sounds in spoken single-syllable words.  
  ● Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
  ● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | ● Know and apply grade-level phonics and word analysis skills in decoding words.  
  ○ Distinguish long and short vowels when reading regularly spelled one-syllable words.  
  ○ Know spelling-sound correspondences for additional common vowel teams.  
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  ○ Read grade-level text with purpose and understanding.  
  ○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
  ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ● Recognize and name all upper and lowercase letters of the alphabet | ● Recognize distinguishing features of a sentence  
  ● Recognize and produce rhyming words.  
  ● Count, pronounce, blend, and segment syllables in spoken words.  
  ● Blend and segment onsets and rimes of single-syllable spoken words.  
  ● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words).* (This does not include CVCs ending with /l/, /r/, or /s/.)  
  ● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
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  ○ Read grade-level text with purpose and understanding.  
  ○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
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  ● Read with sufficient accuracy and fluency to support comprehension.  
  ○ Read grade-level text with purpose and understanding.  
  ○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
  ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

* CVC words are three-phoneme words where one sound occurs in the vowel position.
● Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

● Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

● Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

● Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

● Know the spelling sound correspondences for common consonant digraphs.

● Decode regularly spelled one-syllable words.

● Know final -e and common vowel team conventions for representing long vowel sounds.

● Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

● Decode two-syllable words following basic patterns by breaking the words into syllables.

● Read words with inflectional endings.

● Recognize and read grade-appropriate irregularly spelled words.

● Read emergent-reader texts with purpose and understanding.

● Read with sufficient accuracy and fluency to support comprehension.
  a. Read grade-level text with purpose and understanding.
  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  c. Use context to confirm or self-correct word recognition and
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<th>Informational Skills</th>
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<td>understanding, rereading as necessary.</td>
<td>● Ask and answer questions about key details in a text.</td>
<td>● Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</td>
<td>● Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</td>
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<td>Scholars will:</td>
<td>● Identify the main topic and retell key details of a text.</td>
<td>● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
<td>● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
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<td>Scholars will:</td>
<td>● With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>● Determine the meaning of words and phrases in a text relevant to grade level topic or subject area.</td>
<td>● Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
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<td>Scholars will:</td>
<td>● With prompting and support, ask and answer questions about unknown words in a text.</td>
<td>● Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.</td>
<td>● Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
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<td>Scholars will:</td>
<td>● Identify the front cover, back cover, and title page of a book.</td>
<td>● Identify the main purpose of a text, including what the author wants to answer, explain or describe.</td>
<td>● Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time sequence and cause/effect.</td>
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<td>Scholars will:</td>
<td>● Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</td>
<td>● Identify the reasons an author gives to support points in a text.</td>
<td>● Determine the meaning of words and phrases in a text relevant to grade level or subject area.</td>
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<td>Scholars will:</td>
<td>● Name the author and illustrator of a text and define the role of each in a presenting the ideas or information in a text.</td>
<td>● Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions or procedures).</td>
<td>● Determine the meaning of general academic domain specific words and phrases in a text relevant to a grade level or subject area.</td>
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<td>Scholars will:</td>
<td>● Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
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<td>● Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
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<td>Scholars will:</td>
<td>● With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts).</td>
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<td>● Distinguish their own point of view from that of the author of a text.</td>
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<td>Scholars will:</td>
<td>● Use the illustrations and details in a text to describe its key ideas.</td>
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<td>● Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.</td>
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<td>Scholars will:</td>
<td>● With prompting and support, identify the reasons an author gives to support points in a text.</td>
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(e.g. in illustrations, descriptions or procedures).
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, read informational texts appropriately complex for grade level.

- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g. where, when why and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, case/effect, first/second/third in a sequence).
- By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range or in the high end of grades 2-3 text complexity band independently and proficiently.

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<td>With prompting and support, ask and answer questions about key details in a text.</td>
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<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.</td>
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<td>With prompting and support, retell familiar stories, including key details.</td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>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.</td>
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<td>With prompting and support, identify characters, settings and major events in a story.</td>
<td>Retell stories, including key details, and demonstrate an understanding of their central message or lesson.</td>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
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<td>Ask and answer questions about unknown words in a text.</td>
<td>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
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<td>With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</td>
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- Recognize common types of texts (e.g., storybooks, poems).
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- With prompting and support, name the author and illustrator of a story and define the rule of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- Use illustrations and details in a story to describe its characters, setting or events.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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<th>Investigators I</th>
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<td>(3rd Grade)</td>
<td>(4th Grade)</td>
<td>(5th Grade)</td>
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- Describe characters, settings, and major events in a story using key details.
- Describe how characters in a story respond to major events and challenges.
- Without prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Identify who is telling the story at various points in a text.
- Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot.
- Compare and contrast the adventures and experiences of characters in stories.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

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| Know and apply grade-level phonics and word analysis skills in decoding words.  
  - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  
| Create readable documents through legible handwriting (cursive)  
  Know and apply grade-level phonics and word analysis skills in decoding words.  
  - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.  
| Develop fluency skills  
  - Read above grade-level texts quickly and with accuracy  
  - Read above grade-level texts aloud at a natural pace  
  - Understand how punctuation impacts fluency  
| Scholars will develop linguistic competency  
  - Analyze the form and function of words in a given context.  
  - Develop vocabulary power commensurate with reading.  
  - Evaluate effective use of words, sentences, and paragraphs in context.  
  | Develop the 4 parts of grammar  
  - Parts of Speech  
  - Parts of a Sentence  
  - Phrases  
  - Clause  
| Develop language and vocabulary  
  - Greek & Latin stems  
| Scholars will:  
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
  - Determine the main idea of a text and explain how it is supported by key details; summarize the 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.  
| Scholars will:  
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
  - Determine the main idea of a text and explain how it is supported by key details; summarize the 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.  
| Scholars will:  
  - Analyze style and elements of informational genre such as persuasive essay, news article, brochure, personal correspondence, autobiography, biography, etc…  
  - Analyze organizational patterns such as sequence, compare and contrast, and cause and effect.  
  - Analyze in detail how a key individual, event, or idea is
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<td>Read texts that are at least one or two+ grade levels beyond their traditional grade level.</td>
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<td>Develop analytical, interpretive and reasoning skills in literature</td>
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<td>- Makes inferences about texts using text evidence</td>
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<td>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone</td>
<td>Understands the message or ideas in a text and uses evidence to support these claims.</td>
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<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</td>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</td>
<td>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</td>
<td>Identifies, tracks the progress of, and summarizes the theme or main idea of a text, using evidence from the text.</td>
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<td>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</td>
<td>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</td>
<td>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td>Analyzes and explains the relationship between different elements such as character and setting.</td>
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<td>Distinguish their own point of view from that of the narrator or those of the characters.</td>
<td>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</td>
<td>Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</td>
<td>Analyzes the impact of specific language and word choice used in a text.</td>
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<td>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
<td>By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</td>
<td>Compares and contrasts the different perspectives and points of views in a text.</td>
</tr>
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<td>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</td>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>Compares a historical account of an event, person, or place with a historical fiction text about the same period.</td>
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| Foundational | Apprentice Scholars I  
(6th Grade) | Apprentice Scholars II  
(7th Grade) | Apprentice Scholars III  
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<td>Develop the dimensions of critical thought by</td>
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| **Develop fluency skills**  
- Read above grade-level texts quickly and with accuracy  
- Read above grade-levels texts aloud at a natural pace  
- Understand how punctuation impacts fluency | **Develop reasoning skills using the eight (8) elements of critical thinking**  
- Purpose  
- Question(s) at Issue  
- Information  
- Point of View  
- Concepts & Ideas  
- Assumptions  
- Consequences  
- Inference & Interpretation | **Develop the 4 parts of grammar**  
- Parts of Speech  
- Parts of a Sentence  
- Phrases  
- Clause  
**Develop language and vocabulary**  
- Greek & Latin stems | Thinking Independently  
- Developing Insight Into  
- Egocentricity or Socio-centricity  
- Exercising Fair-mindedness  
- Exploring Thoughts Underlying  
- Feelings and Feelings Underlying  
- Thoughts  
- Developing Intellectual Humility and  
- Suspending Judgment  
- Developing Intellectual Courage  
- Developing Intellectual Good Faith or Integrity  
- Developing Intellectual Perseverance  
- Developing Confidence in Reason  
- Refining Generalizations and  
- Avoiding Oversimplifications |
| **Develop linguistic competency**  
- Analyze the form and function of words in a given context.  
- Develop vocabulary power commensurate with reading.  
- Evaluate effective use of words, sentences, and paragraphs in context.  
- Develop the 4 parts of grammar  
  - Parts of Speech  
  - Parts of a Sentence  
  - Phrases  
  - Clause  
**Develop language and vocabulary**  
- Greek & Latin stems | **Develop linguistic competency by demonstrating mastery of**  
- Four (4)- Levels of Grammar  
  - Parts of Speech  
  - Parts of a Sentence  
  - Phrases  
  - Clause  
**Develop language and vocabulary**  
- Greek & Latin stems  
  - Scholars explore opportunities to learn about the history of language, etymology, and/or semantics. | Continue to develop linguistic competency by demonstrating mastery of  
- Four (4)- Levels of Grammar  
  - Parts of Speech  
  - Parts of a Sentence  
  - Phrases  
  - Clause  
**Develop language and vocabulary**  
- Greek & Latin stems  
  - Scholars will further explore opportunities to learn about the history of language, etymology, and/or semantics. | **Develop language and vocabulary**  
- Greek & Latin stems  
  - Scholars will further explore opportunities to learn about the history of language, etymology, and/or semantics. |
| **Develop affective strategies in critical thinking by applying the sixteen (16) habits of mind**  
- Persisting  
- Managing Impulsivity  
- Listening to Others  
  with Understanding and Empathy  
- Thinking Flexibly  
- Metacognition (thinking about your thinking)  
- Striving for Accuracy Questioning | | | |
<table>
<thead>
<tr>
<th>Informational Skills</th>
<th>Scholars will:</th>
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<tr>
<td><strong>Scholars will:</strong></td>
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<tr>
<td>● Analyze style and elements of informational genre such as persuasive essay, news article, brochure, personal correspondence, autobiography, biography, etc...</td>
<td>● Study significant information to explore concepts in depth.</td>
<td>● Identify and solve problems that are not explicitly set out for them in advance.</td>
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<tr>
<td>● Analyze organizational patterns such as sequence, compare and contrast, and cause and effect.</td>
<td>● Have opportunities for research work that can be shared with multiple audiences.</td>
<td>● Explore a variety of questions which stimulate different levels of thought, from knowledge through evaluation.</td>
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<tr>
<td>● Explain how authors use writer’s craft and text features to enhance understanding of key and supporting details such as metaphor, simile, caption, diagram, headings, appendices, etc...</td>
<td>● Develop listening/oral communication skills.</td>
<td>● Complete research on specific projects chosen for a written and oral presentation.</td>
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<tr>
<td>● Identify the theme or main idea in informational text, and analyze how the theme unfolds</td>
<td>● Have opportunities to engage in various forms of oral expression, including dramatic presentations and persuasive speeches.</td>
<td>● Demonstrate mastery by</td>
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<td>● Identify evidence and data to support a claim, issue or thesis statement.</td>
<td>● Demonstrate mastery by</td>
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<td>○ Listening critically: the art of silent dialogue</td>
<td>○ evaluating the credibility of sources of information</td>
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<td>○ Making interdisciplinary connections</td>
<td>○ questioning deeply: raising and pursuing root or significant questions</td>
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<td>○ Practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives.</td>
<td>○ analyzing or evaluating arguments, interpretations, beliefs, or theories</td>
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<td>○ Reasoning dialectically:</td>
<td>○ generating or assessing solutions</td>
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<tr>
<td></td>
<td></td>
<td>○ analyzing or evaluating actions or policies</td>
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</table>
- Analyze the interactions between individuals, events, and ideas in a text.
- Have opportunities to research various topics and develop note-taking skills.
- Compare and contrast one author’s presentation of events with that of another.

Literature Skills

<table>
<thead>
<tr>
<th>Scholars will:</th>
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<tbody>
<tr>
<td>Develop analytical, interpretive and reasoning skills in literature at least one or two+ grade levels beyond the given designated level.</td>
<td>Engage in curriculum that is at a readability index pitched at least one or two+ grade levels beyond the given designated level.</td>
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<tr>
<td>Makes inferences about texts using text evidence</td>
<td>The language used in the literature (texts) for the gifted will be rich, varied, precise, complex, and exciting; it is the instrument for the reception and expression of thought.</td>
<td>Have the choice of literature or reading material based on intellectual, affective, and individual considerations.</td>
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<td>Understands the message or ideas in a text and uses evidence to support these claims.</td>
<td>Texts will be chosen with an eye to their open-endedness, their capacity to inspire contemplative behavior, such as through techniques of judging time sequences, shifting narrators, and unusual speech patterns characters.</td>
<td>Have sequential exposure to language arts concepts from the concrete to the abstract.</td>
</tr>
<tr>
<td>Identifies, tracks the progress of, and summarizes the theme or main idea of a text, using evidence from the text.</td>
<td>Texts be complex enough to allow interpretive and evaluative behaviors to be elicited from readers.</td>
<td>Respond to literary works and think critically about them by analyzing ideas, vocabulary, and structure.</td>
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<td>Analyzes and explains the relationship between different elements such as character and setting.</td>
<td>Texts will help build problem-solving skills develop methods of productive thinking.</td>
<td>Explore the idea of the pursuit of justice through literature, history, and other art forms.</td>
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<td>Analyzes the impact of specific language and word choice used in a text.</td>
<td>Determines the author’s point of view in a text.</td>
<td>Look for insights into the concept of justice and humanity’s changing ideas regarding it by</td>
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<tr>
<td>Understands how the different structures used in a text, such as poetry or drama, affect the text.</td>
<td>Compares and contrasts the different perspectives and points of view in a text.</td>
<td>o Comparing analogous situations: transferring insights to new contexts.</td>
</tr>
<tr>
<td>Determines the author’s point of view in a text.</td>
<td>o Reasoning dialectically: evaluating perspectives, interpretations, or theories.</td>
<td>o Developing one’s</td>
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<td>view in a text using evidence from the text.</td>
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<td>Compares a historical account of an event, person, or place with a historical fiction text about the same period.</td>
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<td>Text will be broad-based in form, from picture books, to folktales and myths, to nonfiction, to biography, to poetry, to fiction.</td>
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</table>

- perspective: creating or exploring beliefs, arguments, or theories.
  - Clarifying issues, conclusions, or beliefs
  - Clarifying and analyzing the meanings of words or phrases.
  - Developing criteria for evaluation: clarifying values and standards.