

**BUENA VISTA SCHOOL
DISTRICT
C-TACHS**

8/1/2011

English Language Arts

Reading

PK-1

- Foundations of Reading Skills:
 - concepts of print
 - phonemic awareness
 - phonics
 - retelling

2-4

- Fluency
- Literal Comprehension
- Introduction to (6) Strategic Reading*

3-5

- Comprehension
- Use of (6) Strategic Reading*
- Author's purpose for writing

6-8

- Inferences, Implied Meanings
- Analysis: simple theme/message and simple textual evidence

9-12

- Analysis: Author/Audience Interactions, Author's Intent/Choices, Textual Evidence
- Research

* (6) Strategic Reading includes but not limited to: Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Synthesizing Information

Writing

PK-1

- Foundation of Writing Skills:
 - Convey **ideas** through words and pictures
 - Sentence Formation
 - Conventions** (grade targets)
 - Presentation:** Spacing and Handwriting

2-4

- Fluency of Ideas**
- Organization** of Simple **Ideas**
- Conventions** (grade targets)
- Presentation:** Legible

3-5

- Fluency of Ideas**
- Development of **Ideas** with details, comparisons, and **word choice**
- Organization** of a paragraph
- Identify use of **voice** in writing and begin to experiment in own
- Conventions** (grade targets)
- Presentation:** Appropriate to purpose

6-8

- Fluency of Ideas**
- Organization** of complex **ideas** to a 5 paragraph essay
- Word Choice:** Use a variety of sentence structure and length
- Develop **voice** in personal writing
- Conventions** (grade targets)
- Presentation:** Attractive and Inviting

9-12

- Complex development of **ideas**
- Organization** of Research
- Sophisticated and precise **Word Choice**
- Voice** evidenced through strategic writing
- Conventions** (grade targets)
- Presentation:** Accurate formatting (research)

Language

PK-1

- Foundation of Language Skills: Basic mechanics and grammar skills
- Capital and end punctuation
- Context Clues: Pictures, familiar word parts
- Spelling: no excuse and patterned words correctly (grade targets)

2-4

- Produce complex sentences accurately
- Context Clues: Familiar word parts and Latin/Greek Roots
- Spelling: no excuse and patterned words correctly (grade targets)

3-5

- Produce complex sentences accurately
- Context Clues: Latin/Greek Roots
- Spelling: no excuse and patterned words correctly (grade targets)

6-8

- Use phrases and clauses accurately
- Context Clues: Use Structure , Inferred meaning, and Latin/Greek Roots

9-12

- Defend use of convention
- Required format for research
- Nuances in meaning of words

Speaking and Listening

PK-1

- Participate in collaborative conversations
- Describe familiar people, places, things, and events

2-4

- Engage in a variety of collaborative conversations
- Orally summarize main idea of information presented in diverse media formats
- Retell events with appropriate detail and pace

3-5

- Engage in a variety of collaborative conversations
- Summarize information and reasons/evidence used by a speaker to make a point
- Differentiate context for speech that should be formal rather than informal

6-8

- Engage in a variety of collaborative conversations
- Evaluate a speaker's use of reason and to make a point
- Organize information and opinions orally to make a point
- Speak in the formal register when appropriate

9-12

- Initiate and participate in a variety of collaborative conversations
- Evaluate a speaker's use of strategy in making a point
- Present information, findings, opinions clearly, concisely, and logically
- Strategically integrate multi-media to present information orally
- Speak in the formal register when appropriate

BVSD Content Targets and Assessment Checklist (C-TACHs)

Subject: Reading		Grade: Pre K-2	
Essential Understandings and Skills of Subject	Evidence/ Assessment	When Administered	
Understand concepts of print, the alphabet and basic conventions of written language	Kindergarten Reading Readiness Assessment	Assessment Period + Trimesters, K-1 until mastered	
Apply phonics and word analysis skills to decode words	Dibels Running Records (Flynt-Cooter levels)	K-2, 3x per year K-2, 3x per year (minimum)	
Read high frequency words	BVSD High Frequency Word list	Trimesters, K-2 until mastered	
Retell text	Running Record (Flynt-Cooter levels)	Trimester, K-2	
Comprehend grade level text	Running Record (Instructional and Independent Levels) STAR (levels TBD)	Last Trimester, KDG Trimester, 1 st -2 nd TBD	

Unit: Print Concepts		Resources Available for this unit: Leveled Book Room, <i>Making Meaning</i> , Touchphonics, Flynt-Cooter Running Record		
Content Target -PreK	Content Target -KDG	Content Target - 1st	Content Target - 2nd	
Identify and name upper-case letter	Understand that words are separated by spaces in print	Recognize and distinguish the features of a sentence (first word, capital, punctuation)		
Follow words from left to right, top to bottom, page to page	Identify the front cover, back cover, and title page of a book			
Identify letters of first and last name and their sounds	Identify first and last name			
	Recognize and name all upper- and lowercase letters of the alphabet			
	Recognize spoken words are represented in written language by specific sequences of letters			
Unit: Phonetics		Resources Available for this unit: BVSD High-Frequency word list, <i>Words Their Way</i> , <i>Word Sorts</i> (located in Book Room)		
Content Target - PreK	Content Target - KDG	Content Target - 1st	Content Target - 2nd	
Begins to use letter-sound knowledge	Produce the sound (primary or most frequent) for every consonant	Produce the sound for most consonant blends	Distinguish long and short vowels of one-syllable words	
	Associate the long and short sounds with the five vowels	Decode regularly spelled one-syllable words	Know sound for additional vowel teams	
	Distinguish between similarly spelled words by identifying the sound of the letters that differ	Know final -e and common vowel team conventions for long vowel sounds	Decode two-syllable words with long vowels	
	Read common high-frequency sight words (e.g. the, of, to, she, my, is, are, do, does)	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word	Decode words with common prefixes and suffixes	
			Decode two-syllable words following basic patterns by breaking the words into syllables	Use root words to decode words
			Read words with inflectional endings	Use compound words to decode
			Read common high-frequency sight words (with irregular spellings)	Read grade-appropriate, high frequency sight words (with irregular spellings)

Unit: Phonological Awareness		Resources Available for this unit: <i>Words Their Way, Word Sorts</i> (located in Book Room), Leveled Book Room	
Content Target - PreK	Content Target -KDG	Content Target - 1st	Content Target - 2nd
Notices and discriminates rhyme	Blend and segment onsets and rimes of single-syllable spoken words	Distinguish between long and short vowel sound in spoken single-syllable words	
Notices and discriminates alliteration	Isolate and pronounce the initial, medial and final sound in CVC words	Orally produce single-syllable words by blending sound (including blends)	
Notices and discriminates smaller and smaller units of sound	Recognize and produce rhyming words	Isolate and pronounce initial, medial, and final sounds in single-syllable words	
	Add or substitute individual sounds in simple, one-syllable words to make new words	Segment spoken single-syllable words into their complete sequence of individual sounds	
	Count, pronounce, blend, and segment syllables in spoken words		

Unit: Fluency		Resources Available for this unit: <i>Making Meaning, Leveled Book Room</i>	
Content - Target PreK	Content Target -KDG	Content Target - 1st	Content Target - 2nd
Participates in shared reading	Begin to use reading strategies in early emergent reader text	Read grade level (emergent and early fluent) text for purpose and understanding	Read grade level text (early fluent and fluent) for purpose and understanding
	Actively engage in shared and choral reading to promote fluency	Read grade level text with accuracy, expression and an appropriate rate	Read grade-level text with accuracy, expression and an appropriate rate
		Use context clues in grade level text	Use context clues in grade level text
		Use re-reading as a self-monitoring strategy in grade level text	Use re-reading as a self-monitoring strategy in grade level text
		Adjust reading rate according to type of text and purpose for reading in grade level text	Adjust reading rate according to type of text and purpose for reading in grade level text

Unit: Key Ideas (comprehension)		Resources Available for this unit: <i>Making Meaning, Leveled Book Room</i>	
Content Target - PreK	Content Target - KDG	Content Target- 1st	Content Target – 2nd
Interacts during read-alouds and book conversations	With prompting, ask and answer questions about a story	Ask and answer questions about key details in a text	Ask and answer questions when reading to clarify understanding and interpretation of story
With prompting, retell familiar stories	With prompting, retell familiar stories	Retell stories, including key details and demonstrate understanding of the central message or lesson	Retell stories (who, what, where, when, why, how) with precision and organization
With support from adult, identifies story-related problems, events and resolution	With prompting, describe character, setting, and major events in a story	Describe character, setting and major events in story using key details	Retell stories from various cultures and determine the central message
		Informational Text: Identify the main topic	Identify main characters and setting of a story
		Informational Text: Retell key details	Describe characters and how they respond in story
			Sequence story events
			Make predictions before, during, and after reading
			Use prior knowledge to construct meaning and make connections with the text
			Draw inferences
			Informational Text: Summarize main topic and key details
			Informational Text: Sequence process, events, procedures

Unit: Craft and Structure		Resources Available for this unit: <i>Making Meaning</i> , Leveled Book Room, FOSS science trade books	
Content Target - PreK	Content Target -KDG	Content Target - 1st	Content Target - 2nd
Uses and appreciates books	Ask and answer questions about unknown words	Identify words and phrases in a story or poem that appeal to the senses or suggest feelings (juicy words)	Read and identify different forms of poetry
	With prompting, identify differences and similarities in different types of texts	Compare and contrast fiction and non/fiction	Identify alliteration, rhyme, and repetition in poems, songs, and stories
	With prompting and support, name author and illustrator and the role each has in a text	Identify who is telling a story at various points in the text	Identify beginning, middle, end of story
		Informational Text: Ask and answer questions to help determine and clarify the meaning of words and phrases in a text	Identify who is telling the story and when different characters or points of view are expressed
		Informational Text: Identify information provided by pictures and information provided by words in a text	Identify author's purpose of text
			Informational Text: Identify text features (captions, bold print, headings, glossaries, electronic menus, icons, indexes)
			Informational Text: Determine the meaning of words and phrases

Unit: Integration of Knowledge and Ideas		Resources Available for this unit: <i>Making Meaning</i> , Leveled Book Room, FOSS Science trade books	
Content Target - PreK	Content Target - KDG	Content Target - 1st	Content Target - 2nd
With prompting, makes text to self- connections during shared reading	With prompting and support, describe the relationship between illustrations and the story	Use illustrations and details to describe the character, setting or events	Explain how text features and images clarify text
Shows curiosity about story	With prompting and support, compare and contrast the adventures and experiences of characters in a story	Compare and contrast the adventures and experiences of characters in a story	Describe how reasons presented in a text support an author's purpose
Persists with ideas of story		Informational Text: Use illustrations to describe key ideas	Compare and contrast two versions of the same story
		Informational Text: Identify the reasons an author gives to support points in a text	Informational Text: Identify reference materials and the information contained in them
			Informational Text: Compare and contrast information in two texts on same topic
			Use multi-media sources to answer questions of interest

Unit: Range of Reading		Resources Available for this unit: <i>Making Meaning</i> , Leveled Book Room, FOSS Science trade books	
Content Target - PreK	Content Target - KDG	Content Target - 1st	Content Target - 2nd
Experiment with emergent reading skills	Actively engage in group reading activities with purpose and understanding	With prompting and support read and comprehend grade level text (emergent and early fluent)	Read and comprehend grade level text (early fluent and fluent)
Attend and engage during reading aloud			

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Writing	Grade: Pre K-2	
Essential Understandings and Skills of Subject	Evidence/ Assessment	When Administered
Write to communicate meaning	Conference/Observation/Writing Sample, scoring guide [Ideas] Writing Sample, scoring guide [Ideas]	3x/year, Kdg-1 st 3x/year Kdg-2 nd
By the end of 2 nd grade: Write to topic using the appropriate structures with limited support	Writing Sample, scoring guide [Conventions and Organization]	Narrative – 3x/year, 1 st -2 nd Opinion – 1x/year, 2 nd grade
By end of 2 nd grade: Fluent formation of letters	Writing Sample, scoring guide [presentation]	3x/year

Unit: Text Type and Purposes		Resources Available for this unit: <i>Units of Study:</i>	
Content Target - PreK	Content Target- KDG	Content Target-1st	Content Target - 2nd
Think symbolically	Recognize sentence structure (capitals, punctuation)	Stay focused on topic	Stay focused on topic
Use symbols or letters to convey meaning		With prompting and support, write narratives with two or more sequenced events	Write a short expository piece using facts and definitions
Orally tell about another time or place		Use topic and closing sentences	Use topic and closing sentences
Write first name accurately		Write opinion piece with at least one supporting reason	Write a friendly letter and informal business letter
			Use transition words
			With support, use the correct structure for letters, poems, expository, narrative, and opinion

Unit: Produce and Publish Writing		Resources Available for this unit: <i>KidBolg.org; active boards, Units of Study</i>	
Content Target - PreK	Content Target- KDG	Content Target - 1st	Content Target -2nd
With support of adult, use tools and other technology to perform tasks	With adults and peers, use the writing process to improve writing	Use the writing conference to respond to questions and suggestions	Use the writing conference to revise and edit writing pieces with adults and peers
Persist	Handwriting: Demonstrate awareness of correct letter formation	Use digital tools with support to produce publish work	Use digital tools with minimal support to produce publish work
Handwriting: Use correct pencil grip		Handwriting: Form all lower case and capital letters correctly	Handwriting: Print all lower case and capital letters fluently

Unit: Research to Build and Present Knowledge		Resources Available for this unit:	
Content Target - PreK	Content Target - KDG	Content Target - 1st	Content Target - 2nd
Shows curiosity	Participate in shared research (led by teacher)	Participate in shared research project (facilitated by teacher)	Contribute to a shared research project (small group work facilitated by teacher)
		Use a single source to find information	Use one or more sources on the same topic to find information

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Language	Grade: Pre K-2	
Essential Understandings and Skills of Subject	Evidence/ Assessment	When Administered
Spell correctly according to grade level content targets	Sitton Spelling Grade Level List in isolation. Benchmarks provided	3x/year, 1 st and 2 nd
Use mechanics/grammar correctly according to grade level targets	Writing sample [conventions according to grade level targets]	3x/year, 1 st and 2 nd

Unit: Conventions of Standard English		Resources Available for this unit: <i>Units of Study, Sitton Spelling, Making Meaning: Vocabulary</i>	
Content Target - PreK	Content Target-KDG	Content Target -1st *Use correctly in writing and speaking but do not need to identify parts of speech until 3rd grade	Content Target -2nd *Use correctly in writing and speaking but do not need to identify parts of speech until 3rd grade
Understands spatial relationships	Form plural nouns orally by adding -s or -es	Use common, proper and possessive nouns	Use and understand nouns
Uses conventional grammar when speaking	Use question words (<i>who, what, where, when, why, how</i>)	Use singular and plural nouns with matching verbs in basic sentences	Use and understand irregular plural nouns
	Produce and expand complete sentences in shared language activities	Use personal, possessive and indefinite pronouns (e.g. I, me, my, they, them, there...)	Use and understand pronouns
	Capitalize first word in sentence and the pronoun <i>I</i>	Use verbs to convey past, present, and future	Use and understand the past tense of irregular verbs
	Recognize and name punctuation	Use frequently occurring adjectives	Use and understand adverbs and adjectives
	Write a letter or letters for most consonant and short vowel sounds	Use frequently occurring prepositions	Use prepositions
	Spell simple words phonetically	Capitalize dates and names of people	Capitalize holidays, product names, and geographic names
		Use end punctuation	Produce, expand, and rearrange complete simple and compound sentences
		Use commas in dates and to separate single words in a series	Use commas in greetings and closing of letters
		Spell grade level high frequency “no excuse” words correctly	Spell grade level high frequency “no excuse” words correctly
		Use conventional spelling for words with common spelling patterns : <ul style="list-style-type: none"> • CV (Consonant Vowel) • CVC (Consonant Vowel Consonant) • CVCe(Consonant Vowel Consonant - e) with a, i, o • Diagraphs – sh, ch, th wh [3rd trimester] • Long i spelled with y (by, my, fly) [3rd trimester] 	Use conventional spelling for words with common spelling patterns: <ul style="list-style-type: none"> • CVCe(Consonant Vowel Consonant - e) with e and u • VV (Vowel, Vowel) (ee, ea); (ay, ai); (oa, ow, oe); (ue, ew); (ie); (oo, ou); (au/aw); (oi/oy); (ou,ow) • Final ck and k • Final blends: mp, nd, st, sk • R-controlled vowels

			(ar, or, ir ur, er) <ul style="list-style-type: none"> • Final long e spelled y (happy, baby) • Plurals (-s, -es) • Introduce: double final -f, -l,-s; dropping rule -ed,-ing); doubling rule (-ed, -ing)
		Spell untaught words phonetically	Begin using reference materials for spelling

Unit: Knowledge of Language		Resources Available for this unit:	
Content Target - PreK	Content Target-KDG	Content Target-1st	Content Target -2nd
			Begin to distinguish between slang and formal language

Unit: Vocabulary Acquisition and Use		Resources Available for this unit: <i>Making Meaning: Vocabulary, Working with Words and Word Sorts, Sitton Spelling</i>	
Content Target - PreK	Content Target-KDG	Content Target-1st	Content Target - 2nd
Use an expanding expressive vocabulary	Determine the meaning of multiple-meaning words	Identify frequently occurring root words and their inflectional forms (e.g. looks, looked, and looking)	Use context-clues to determine the meaning of multi-meaning work or phrase
Use classification skills	Use the common inflections and affixes (-ed, -s, re-, un-, pre-, -ful, -less, -ing)	Sort words into categories	Understand use prefixes (re-, un-, dis-, anti-, pre-)
Comprehend oral language		Define words by category and by one or more key attributes (e.g. A duck is a bird that swims)	Use root words to determine meaning of a word
Make connections			Use word parts to determine meaning of compound words
			Use print and digital reference materials to determine or clarify the meaning of words and phrases
			Understand and use synonyms and antonyms
			Categorize words based on real-life connections (spicy, juicy)
			Use words acquired in daily life to describe and enhance writing

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Speaking and Listening	Grade: Pre K-2	
Essential Understandings and Skills of Subject	Evidence/ Assessment	When Administered
Grade Level Targets will be used to assess students in this area	Speaking and Listening Checklist	3x per year KDG-2 nd

Unit: Comprehension and Collaboration		Resources Available for this unit: Include chapter titles, texts, workbooks, websites, purchased media and curriculum map links	
Content Target - PreK	Content Target - KDG	Content Target - 1st	Content Target - 2nd
Engage in conversation	Participate in conversations by using rules, building on others comments, and asking for clarification	Participate in discussions by actively listening and contributing	Participate in class discussions related to information read or viewed together following established rules
Use social rules of language	Recount and describe key ideas or details from a material presented orally (text, media, etc.)	Ask and answer questions about key details in a text read aloud or through other media	Use listening skills during presentations
	Ask and answer questions	Ask questions to clear up confusion about the topic	Ask and answer questions with clarity

Unit: Presentation of Knowledge and Ideas		Resources Available for this unit:	
Content Target - PreK	Content Target - KDG	Content Target - 1st	Content Target - 2nd
Recognize and recall	Produce complete sentences	Describe people, places, things and events with relevant details expressing ideas and feelings clearly	Orally tell personal experience using relevant details
Think symbolically	Retell stories and events	Add drawings or visual displays to clarify thoughts, feelings and ideas	Orally retell story using relevant details
			Create audio recordings of stories or poems
			Create drawings or visual displays to clarify ideas, thoughts and feelings
			Produce complete sentences when appropriate

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Reading		Grade: 3-5
Essential Understandings of Subject	Assessment	When Administered
Read grade level texts with fluency (includes literature and informational text)	Dibels Running Records Instructional and Independent Reading Levels	Spring, 3 rd grade Trimesters, 3 rd , as needed for student below grade level, 4 th -5 th Fall, Spring, 3 rd -5 th
Demonstrate an understanding of grade level text using targeted reading strategies: making connections, making inferences, visualizing, asking questions, determining importance, and synthesizing	Dibels Daze NWEA CSAP STAR	Trimesters, 3 rd -5 th Fall, Spring, 3 rd -5 th Spring, 3 rd -5 th OPTIONAL data as needed
Explain how an author uses reason and evidence to make a point and recognize author's purpose for writing	Grade Level Reading Task with scoring guide	Scored by grade level teams during trimester 2 or 3, 4 th and 5 th grade
Summarize grade level text using key details	Grade Level Reading Task with scoring guide	Scored by grade level teams during trimester 2 or 3, 3 rd -5 th grade

Unit: Key Ideas (comprehension)		Resources Available for this unit: <i>Making Meaning, Leveled Book Room, Flynt-Cooter Running Record</i>	
Content Target – 3rd	Content Target – 4th	Content Target – 5th	
Summarize grade level text using key details	Summarize grade level text using key details	Summarize grade level text using key details	
Determine the main idea of grade level text using details from the text	With support, determine the central message or theme of a story, drama or poem from details in the text	Determine the central message or theme of a story, drama or poem from details in the text	
Literary Element Focus: Character, Setting, Plot (Beginning, Middle, End)	Refer to details and examples in a text and to determine main idea and to draw simple inferences	Use quotes to cite details and examples in a text to determine two or more main ideas and to draw simple inferences	
Describe characters in a text and explain their contributions to the story	Literary Element Focus: Theme (awareness), Plot (conflict), Author’s choice of language (awareness)	Literary Element Focus: Theme(begin to discuss and identify with some evidence), Plot (conflict-resolution), Author’s choice of language (giving examples)	
Orally and visually describe a series of events in a text using language that includes sequence and cause/effect	Describe in depth a character, setting, or event in a story or drama, using details from the text	Compare and contrast two or more characters, settings or events in a story or drama, using details from the text	
Ask and answer questions to demonstrate understanding of informational text and literature	Explain orally, visually, or written procedures, ideas, or concepts in informational text based on examples from the text	Explain the relationships and interactions between two or more individuals, events, ideas, or concepts in informational text based on details of text	
Use text features and search tools to locate information			
Unit: Craft and Structure		Resources Available for this unit:	
Content Target – 3rd	Content Target – 4th	Content Target – 5th	
Determine the meaning of words and phrases in a text, distinguishing literal from non-literal	Determine the meaning of words and phrases in a text	Determine the meaning of words and phrases in a text, including figurative language such as metaphors and similes	
Develop content level vocabulary of words and phrases relevant to grade level topics	Develop content level vocabulary of words and phrases relevant to grade level topics	Develop content level vocabulary of words and phrases relevant to grade level topics	
Refer to parts of stories, dramas and poems using the correct language	Explain the major differences between poems, drama and prose and refer to the structural elements of poems and drama when writing or speaking about a text	Explain how a series of chapters, scenes or stanzas fits together to provide the overall structures of a particular story, drama or poem	
Distinguish student’s own point of view from that of narrator and characters in literature and author in informational	Compare and contrast the point of view from which different stories are narrated and topics are	Describe how the point of view a narrator, speaker, or author influences how events or facts	

text	presented by authors in informational text	are described
		Analyze multiple accounts of the same event or topic
Unit: Integration		Resources Available for this unit:
Content Target - 3rd	Content Target - 4th	Content Target - 5th
Explain how illustrations and graphics contribute to the text	Make connections between the text of a story or drama and a visual or oral presentation of the text	Analyze how visual and multimedia elements contribute to the meaning of a text
Explain how graphics support the words of a text	Compare and contrast the treatment of similar themes and topics in literature	Compare and contrast stories in the same genre
Compare and contrast similar texts using key details	Explain how graphics, interactive elements, and Web pages support the words of a text	Draw on information from multiple print or digital sources
Describe the basic structure of informational text	Explain how an author uses reasons and evidence to support particular points in a text	Cite specific reasons and evidence an author uses to make a particular point in a text

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Writing		Grade: 3-5
Essential Understandings of Subject	Assessment	When Administered
Write well-organized, fluent writing piece to a prompt	Writing Sample with Scoring Guide	3 rd –Fall and Winter 4 th /5 th – 3x per year Scored by grade level team
Use grade appropriate conventions	Writing Sample with Scoring Guide	3 rd –Fall and Winter 4 th /5 th – 3x per year Scored by grade level team
With some guidance and support use the writing process to create and improve a piece of writing	NO STUDENT ASSESSMENT TEACHER PRACTICE/MODEL	N/A
With some guidance and support, use technology to produce and publish writing	One piece of writing to final form, UNGRADED, but must be complete	3 rd -5 th – Annually
Write routinely with fluency over extended time frames	NO STUDENT ASSESSMENT. Teacher provides at least 8 opportunities per year for short and extended writing task	Minimum of 8 per year

Unit: Text Type and Purposes		Resources Available for this unit: Include chapter titles, texts, workbooks, websites, purchased media and curriculum map links	
Content Target – 3rd		Content Target – 4th	
Write a well-organized paragraph including topic sentence, details and concluding sentence (opinion, expository, narrative)	Write a well-organized opinion piece on topics supporting a point of view with reasons and details	Write a well-organized opinion piece on topics supporting a point of view with well-supported reasons and details	
Use linking and transitional words to connect ideas (opinion and expository)	Use precise language and vocabulary to inform about or explain a topic (expository)	Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (expository)	
Introduce a topic and group related information (expository)	Use concrete words and phrases and sensory details to convey experiences and events precisely (narrative)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally (narrative)	
Use dialogue to develop experiences and events (narrative)	Use dialogue and description to develop experiences and events (narrative)	Use dialogue, description, and pacing to develop experiences and events (narrative)	
Use descriptive words to enhance writing	Choose words and phrases to convey ideas precisely	Expand, combine, and reduce sentences for meaning, reading/listener interest, and style	
Use proper sequence of events	Choose punctuation for effect		
Choose words and phrases for effect			
Unit: Production and Distribution of Writing		Resources Available for this unit:	
Content Target – 3rd		Content Target – 4th	
Handwriting: Form cursive letters correctly	Handwriting: Form cursive letters fluently Keyboarding: Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting	Keyboarding: Demonstrate command of keyboarding skills to type a minimum of two pages in a single sitting	
Unit: Research to Build and Present Knowledge		Resources Available for this unit:	
Content Target – 3rd		Content Target – 4th	
Conduct short research projects to build knowledge about a topic	Conduct short research projects that build knowledge through investigation of different aspects of the topic	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	
Take notes from print and digital resources	Take notes and categorize information and provide a list of sources	Summarize or paraphrase information in notes and finished work and provide a list of sources	

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Language	Grade: 3-5	
Essential Understandings of Subject	Evidence/ Assessment	When Administered
Demonstrate command of grade specific targets for conventions	Written sample with District Scoring Guide [conventions]	Fall, Winter - 3 rd -5 th
Spell grade-appropriate words correctly, consulting references as needed	Sitton Spelling Grade level Word Lists	Fall, Winter – 3 rd -5 th
Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade level content and reading	TBD – Making Meaning Vocabulary	TBD
Acquire and use content specific vocabulary and precise words for emotions, actions, and compare/contrast words (e.g., <i>however, although, similarly, moreover</i>)	TBD – Making Meaning Vocabulary Written sample with District Scoring Guide [word choice]	Fall, Winter – 3 rd -5 th

Unit: Conventions of Standard English		Resources Available for this unit: Include chapter titles, texts, workbooks, websites, purchased media and curriculum map links	
Content Target – 3rd		Content Target – 4th	
Explain function of nouns, pronouns, verbs, adjectives, and adverbs and expose to prepositions		Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)	
Form and use regular and irregular plural nouns		Form and use prepositional phrases	
Identify abstract nouns (childhood)		Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	
Form and use regular and irregular verbs		Correctly use frequently confused words (e.g., to, too, two; there, their)	
Ensure subject-verb and pronoun-antecedent agreement		Use correct capitalization	
Correctly use comparative and superlative adjectives and adverbs (e.g., better, best; heavy, heavier, heaviest)		Use commas, quotation marks, and appropriate indentation to mark direct speech and quotations from a text	
Produce simple, compound, and complex sentences		Use a comma before a coordinating conjunction in a compound sentence	
Capitalize appropriate words in titles			
Use commas correctly in series, addresses city/state, dialogue			
Use commas and quotation marks in dialogue			
Form and use possessives			
Use conventional spelling for high-frequency and grade level words and for adding suffixes to base words (e.g., <i>sitting, smiles, cries, happiness</i>)			
Use spelling patterns and generalization in writing words <ul style="list-style-type: none"> • word families • ending rules • syllable patterns • Homophones 			
Unit: Knowledge of Language		Resources Available for this unit:	
Content Target- 3rd		Content Target -4th	
		Differentiate when formal and	
		Content Target – 5th	
		Compare and contrast the	

	informal language is appropriate	varieties of English (e.g., dialects, registers) used in stores, dramas, or poems
Unit: Vocabulary Acquisition and Use	Resources Available for this unit:	
Content Target - 3rd	Content Target -4th	Content Target - 5th
Use sentence-level content as clue to meaning of a word or phrase	Use context as a clue to meaning of a word or phrase	Use context as a clue to meaning of a word or phrase
Determine the meaning of the new word formed when a known affix is added to the known word	Use Greek and Latin affixes and roots as clues to the meaning of a word	Use Greek and Latin affixes and roots as clues to the meaning of a word
Use a known root word as a clue to the meaning of a new word with the same root (e.g., <i>company</i> , <i>companion</i>)	Consult reference materials (print and digital) to find pronunciation and clarify precise meaning of unknown words	Consult reference materials (print and digital) to find pronunciation and clarify precise meaning of unknown words
Use glossaries or beginning dictionaries to determine meaning of unknown words	Explain meaning of simple similes and metaphors in context	Interpret figurative language in context
Distinguish literal and nonliteral meaning of words and phrases in context (e.g., <i>take steps</i>)	Recognize and explain the meaning of common idioms, adages, and proverbs	Recognize and explain the meaning of common idioms, adages, and proverbs
Identify related words (synonyms and antonyms)	Demonstrate understanding of words by relating them to their antonyms and synonyms	Use the relationship between words (synonyms, antonyms, homographs) to better understand each of the words

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Speaking and Listening	Grade: 3-5	
Essential Understandings of Subject	Assessment	When Administered
Engage effectively in a range of collaborative discussions	Speaking and Listening Scoring Guide	5x per year, 3 rd -5 th
Present information on a topic or text orally	Speaking and Listening Scoring Guide	5x per year, 3 rd - 5 th
Include multimedia components and visual displays to enhance a presentation	Speaking and Listening Scoring Guide	5x per year, 3 rd -5 th
Speak with language appropriate for situation (code-switching)	Speaking and Listening Scoring Guide	5x per year, 3 rd - 5 th

Unit: Comprehension and Collaboration		Resources Available for this unit: Include chapter titles, texts, workbooks, websites, purchased media and curriculum map links
Content Target - 3rd	Content Target - 4th	Content Target - 5th
Determine the main ideas and supporting details of information presented orally	Paraphrase information presented orally	Summarize information presented orally
Ask and answer questions about information from a speaker	Identify the reasons and evidence a speaker provides to support particular points	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
Stays on topic	Uses content-specific vocabulary to ask questions and provide information	Uses appropriate and relevant facts when presenting information on a topic or text
		Speaks clearly, at an understandable pace and at appropriate volume to be heard

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Reading		Grade: 6-8
Essential Understandings of Subject	Assessment	When Administered
Analyze the development of the central idea of a text citing evidence in the text	Literary Analysis scoring guide	4 times per year, 6 th -8 th
Infer implied meaning in text	Inferring Meaning scoring guide	4 times per year, 6 th -8 th
Read fluently in grade level literature and informational text	AR or GR levels – STAR or SRI? Or NWEA	2 times per year, 6 th - 8 th
If not reading at grade level, will demonstrate at least one year’s growth in reading fluency in literature and informational text	AR or GR levels – STAR or SRI? Or NWEA	2 times per year, 6 th -8 th

Unit: Reading Comprehension and analysis		Resources Available for this unit: <i>Strategies that Work</i> , (Teacher Text/reference); Literature sets (see book lists in appendix); <i>Making Meaning</i> (Teacher text)
Content Target – 6th	Content Target – 7th	Content Target – 8th
Describe how a plot unfolds and characters respond	Analyze how elements of story (plot, character, setting) interact	Analyze how particular lines or incidents propel action, reveals character traits, or provoke a decision
Provide an objective summary of a text	Identify the author’s intent	Compare and contrast experience and production of written story to filmed or live version
Analyze how structure contributes to the meaning of a text	Determine an author’s point of view in a text and how distinguishes from others ideas or conflicting information (informational text)	Evaluate effectiveness of using various mediums to present a particular topic or idea
Analyze how an author develops the point of views of characters	Analyze how an author develops and contrast the points of view of different characters and narrators in a text	Evaluate arguments and claims made in informational text
Compare and contrast text or visual in different forms (story, poem, painting) in terms of their approaches to similar themes and topics	Compare and contrast historical fiction to fiction portrayal of a time, place, character, and events.	Analyze how a modern text draws on a theme compared from a myth, traditional story, or religious work

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Writing	Grade: 6-8	
Essential Understandings of Subject	Assessment	When Administered
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience	Writing scoring guide	3 times per year, 6 th -8 th
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting and trying a new approach	Writing scoring guide [writing process]	1 time per year, 6 th -8 th
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, linking and citing sources	Writing scoring guide [digital research and publishing]	1 time per year, 6 th -8 th
Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting	Any assignment completed in class period Keyboarding Assessment	TBD 6 th grade Keyboarding Assessment
Gather relevant information for multiple print and digital sources; assessing the credibility and accuracy of each source; quote and paraphrase the data and conclusions of others while avoiding plagiarism; use a standard form for citation	Writing scoring guide [digital research and publishing]	1 time per year, 6 th -8 th
Draw evidence from literary or informational texts to support analysis, reflection, and research	Refer to Literary Analysis scoring guide in Reading C-TACHs essentials	Refer to Literary Analysis scoring guide in Reading C-TACHs essentials
Write routinely over extended time frames and shorter time frames	No student assessment. Teacher provides at least 8 opportunities per year for short and extended writing tasks.	Minimum of 8 per year

Unit: Type and Purpose		Resources Available for this unit: <i>The Write Tools</i>	
Content Target – 6th	Content Target – 7th	Content Target 8th	
Write information/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	Write arguments to support claims with clear reasons and relevant evidence	
Write a strong paragraph, focusing on a conclusion	Write a summary of multiple paragraphs	Write a 5 paragraph essay	
Use descriptive words (adjectives and adverbs)	Use transitional words	Use interjections in writing	
Develop strong plans for writing and extend fluency in drafts	Develop fluency in writing drafts	Experiment with voice in writing	
	Write sentences with compound structure	Distinguish between revising and editing	

BVSD Content Targets and Assessment Checklist (C-TACHs)

Subject: Language	Grade: 6-8	
Essential Understandings of Subject	Evidence/ Assessment	When Administered
Demonstrate command of the conventions of grammar when speaking and writing	Writing Sample [conventions]	3x per year, 6 th -8 th
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language	TBD	TBD
Demonstrate command of the conventions of capitalization and punctuation when writing	Writing Sample [conventions]	3x per year, 6 th -8 th
Spell correctly	Writing Sample [conventions] TBD - Sitton Spelling	3x per year, 6 th -8 th TBD
Determine and clarify the meaning of unknown and multiple-meaning words or phrases using context, Greek and Latin affixes, and reference materials	TBD - Making Meaning	TBD
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	TBD	TBD
Acquire and use content specific vocabulary	TBD	TBD

Unit: Conventions of Standard English		Resources Available for this unit: <i>GUM</i>	
Content Target - 6th	Content Target - 7th	Content Target 8th	
Ensure that pronouns are in the proper case (subjective, objective, possessive)	Explain the function of phrases and clauses	Explain the function of verbals (gerunds, participles, infinitives)	
Identify prepositions and prepositional phrases	Recognize and correct misplaced and dangling modifiers	Form and use verbs in the active and passive voice	
Recognize and correct inappropriate shifts in pronoun number and person	Use commas to separate coordinate adjectives	Recognize and correct inappropriate shifts in verb voice and mood	
Recognize and correct vague pronouns		Use punctuation (comma, ellipsis, dash) to indicate a pause or break	
Use punctuation (commas, parentheses, dashes) to set off elements		Use an ellipsis to indicate an omission	
Unit: Knowledge of Language		Resources Available for this unit:	
Content Target- 6th	Content Target -7th	Content Target - 8th	
Addressed in Writing	Addressed in Writing	Addressed in Writing	
Unit: Vocabulary Acquisition and Use		Resources Available for this unit:	
Content Target - 6th	Content Target -7th	Content Target - 8th	
Essentials	Essentials	Essentials	

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Speaking and Listening		Grade: 6-8
Essential Understandings of Subject	Assessment	When Administered
Engage effectively in a range of collaborative discussions	Speaking and Listening Scoring Guide	Practiced 6 th -7 th , 4x per year Assessed: 8 th grade, 4x per year
Analyze the important points of an oral presentation	Speaking and Listening Scoring Guide	Practiced 6 th -7 th , 4x per year Assessed: 8 th grade, 4x per year
Evaluate a speaker's argument	Speaking and Listening Scoring Guide	Practiced 6 th -7 th , 4x per year Assessed: 8 th grade, 4x per year
Make formal presentation of ideas and findings	Speaking and Listening Scoring Guide	Practiced 6 th -7 th , 4x per year Assessed: 8 th grade, 4x per year
Integrate multimedia and visual displays into presentations	Speaking and Listening Scoring Guide	Practiced 6 th -7 th , 4x per year Assessed: 8 th grade, 4x per year
Adapt speech to a variety of contexts and tasks	Speaking and Listening Scoring Guide	Practiced 6 th -7 th , 4x per year Assessed: 8 th grade, 4x per year

*Note: There are no Grade Level Content Targets for Speaking and Listening, 6th-8th grade

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Reading		Grade: 9-12
Essential Understandings of Subject	Assessment	When Administered
Cite strong textual evidence to support analysis of explicit and implicit meaning of text	Literary Analysis Scoring Guide	3x per year, 9 th -11 th
Analyze author's stylistic choices regarding structure and development of the elements of a story, particularly theme	Literary Analysis Scoring Guide	TBD
Determine meaning of words and phrases in context	TBD Use the CORE 1-10, p. 38 to develop a rubric for grading reflections on reading to be submitted for assessment?	TBD
Analyze multiple interpretations of a story and of a theme in various texts throughout history	TBD	TBD
Integrate and evaluate multiple sources of information presented in different media and formats in order to address a question or solve a problem	TBD	TBD
Read fluently in grade level literature and informational text	TBD	TBD

Unit: Key Ideas		Resources Available for this unit: Holt McDougal <i>Literature, grade 9 and 11, 2011</i>	
Content Target - 9th	Content Target - 10th	Content Target 11th/12th	
Explain how an author developed a story, emphasizing characters and setting	Explain how an author developed a story, emphasizing conflict development	Demonstrate knowledge of 18 th -19 th - and early 20 th – century foundational works of American literature	
Explain the development of two or more themes in a story	Provide plot detail in analyzing a story	Analyze 17 th , 18 th , 19 th foundation US documents of historical and literary significance	
Analyze author's choices and their impact on the story (connotation [word choice]elements of story, organization structures [flashbacks],irony)	Read novella independently to arrive at a personal definition of individual	Evaluate reasoning in historical documents, including application of constitutional principles and legal reasoning	
Analyze a particular point of view or culture experience reflected in world literature	Analyze a point of view or cultural perspective from world literature	Identify false statements and fallacious reasoning in writing	
Interact with a variety of genre, emphasizing short stories, Shakespearean plays, and classical literature	Analyze an author's use of rhetoric to make a point and influence audience	Compare and contrast themes and topics when written in same time period (fictional and informational texts)	
	Interact with a variety of genre, emphasizing personal narrative, mentor texts, poetry, novella, memoir, short fiction	Compare and contrast themes and topics when written in the same time period (fictional and informational texts)	
		Analyze author's choices regarding structure: use of dialogue, satire, sarcasm, irony, understatement	
		Interact with a variety of genre, emphasizing personal narrative, informational text, media, editorial, speeches	

**BVSD Content Targets and Assessment Checklist
(C-TACHs)**

Subject: Writing	Grade: 9-12	
Essential Understandings of Subject	Assessment	When Administered
Write arguments to support claims with clear reasons and relevant evidence	Literary Analysis Scoring Guide	TBD
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content	Writing Scoring Guide	TBD
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Writing Scoring Guide	TBD
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	Writing Scoring Guide (Writing Process)	TBD
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in flexible and dynamic ways (open to feedback, link to other information)	Writing Scoring Guide (Presentation)	TBD
Conduct short and more sustained research projects to answer a question or solve a problem	TBD SEE CORE p.. 46, #7 for rubric wording	TBD
Draw evidence from literary or information texts to support analysis, reflection and research	Literary Analysis Scoring Guide	TBD
Write routinely over extended time frames and shorter time frames	Writing Scoring Guide (Extended)	TBD
Gather relevant information from multiple print and digital sources; assessing the credibility and accuracy of each source; quote and paraphrase the data and conclusions of others while avoiding plagiarism; use a standard form of citation	Writing Scoring Guide (Research)	TBD

Unit: Type and Purpose		Resources Available for this unit: Include chapter titles, texts, workbooks, websites, purchased media and curriculum map links	
Content Target – 9th	Content Target – 10th	Content Target 11th/12th	
Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, or other information and examples	Employ the writing process over extended time frames and shorter time frames	Conduct short and more sustained research projects to defend a position	
Use correct MLA documentation and format	Craft free-writes, literary analyses, personal narratives, evaluations, reflections, poetry and commentary	Identify point of view to evaluate and explore different perspectives in student writing	
Draw evidence from texts to support analysis and reflection	Write to persuade and influence an audience	Employ ethical appeals: emotional, logical, ethical in writing	
Convey complex ideas and analysis using textual proof and personal reflection in formal diction	Use MLA format	Use extended metaphor and allegory in writing	
Write informative and explanatory text in clear, concise language using effective organization techniques	Use dramatic irony	Improve writing through use of word choice	
Write for personal and social communication	Improve writing through revision	Focus on analytical and persuasive writing	
Focus on informative and explanatory writing (5 paragraphs)	Focus on narrative and informative writing, begin analytical writing		

BVSD Content Targets and Assessment Checklist (C-TACHs)

Subject: Language	Grade: 9-12	
Essential Understandings of Subject	Evidence / Assessment	When Administered
Students communicate effectively and to their potential in all subject areas (BVSD indicator #3)	TBD	TBD
Develop an understanding of the role that communication plays in the world of the past, present, and future	TBD	TBD
Be effective communicators in the context of a global community	TBD	TBD
Evaluate and discern information in a variety of reading and writing contexts	TBD	TBD
Approach communication strategically	TBD	TBD
Demonstrate command of conventions of standard English grammar when speaking and writing	Writing Scoring Guide (conventions)	TBD
Demonstrate command of standard capitalization and punctuation	Writing Scoring Guide (conventions)	TBD
Spell correctly	Writing Scoring Guide (conventions)	TBD
Determine meaning of unknown and multiple meaning words and phrases	TBD	TBD
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning	TBD Literary Analysis Scoring Guide	TBD
Acquire and use content specific vocabulary	TBD	TBD

NWEA?

Unit: Conventions of Standard English		Resources Available for this unit: Include chapter titles, texts, workbooks, websites, purchased media and curriculum map links	
Content Target – 9th		Content Target – 10th	
Use parallel structure	Use parallel structure: dangling modifiers	Resolve issues of complex or contested usage, consulting references as needed	
Use various phrases and clauses to convey meaning and add interest to writing and speaking		Use hyphenation correctly	
Use comas correctly		Vary syntax for effect, using references	
Use semicolon to link two or more closely related independent clauses			
Use a colon to introduce a list or quotation			
Write and edit work to conform to agreed- upon style format			
Write and speak with consistent use of persona and tense			

BVSD Content Targets and Assessment Checklist (C-TACHs)

Subject: Speaking and Listening		Grade: 9-12	
Essential Understandings of Subject	Assessment	When Administered	
PG Develop an understanding of the role that communication plays in the world of the past, present, and future			
PG Recognize the connections between our lives and the contents shared in texts through time.			
PG Evaluate and discern information in a variety of reading and writing contexts			
PG Approach communication strategically			
Engage effectively in a range of collaborative discussions	Speaking and Listening Scoring Guide	TBD	
Analyze the important points of an oral presentation	Speaking and Listening Scoring Guide	TBD	
Evaluate a speaker's point of view, reasoning and style used	Speaking and Listening Scoring Guide	TBD	
Present information, findings and supporting evidence, conveying a clear and distinct perspective	Speaking and Listening Scoring Guide	TBD	
Make strategic use of digital media in oral presentations	Speaking and Listening Scoring Guide	TBD	
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English	Speaking and Listening Scoring Guide	TBD	

Unit: Comprehension and Collaboration		Resources Available for this unit: Include chapter titles, texts, workbooks, websites, purchased media and curriculum map links
Content Target - 9th	Content Target - 10th	Content Target -11/12th
Prepare for discussions by reading and researching materials under study and explicitly drawing on that preparations in discussions	Evaluate point of view in discussion	Initiate and participate effectively in a range of collaborative discussions
Build on essential information from others' input by asking questions and sharing comments that enrich discussions	Use small discussion groups to arrive at consensus, then present	Evaluate a speaker's point of view, reasoning and style used
Acknowledge the ideas and contributions of others in the group	Participate in writer's conference to improve writing	Adapt speech to a variety of contexts and tasks demonstrating command of formal English
Synthesize information presented visually or through multi-media with information presented orally		
Make strategic use of digital media elements and visual displays of data to enhance understanding		