

***By the time a student in Orange East Supervisory Union graduates, s/he will be able to.....***

Communicate and Express		
Expectations for Prekindergarten <i>By the end of Prekindergarten, children will be able to.....</i>		
Language Development	Literacy Development	Creative Arts Development
<p>Listen, attend to, comprehend and respond to increasingly complex language</p> <p>Use increasingly complex vocabulary and grammar to express thoughts, feelings, and ideas</p> <p>Engage in storytelling</p> <p>Combine 5-8 words into a sentence</p> <p>Ask questions to find out about future events</p> <p>Use different forms of language for different purposes</p> <p>Explore and discuss a range of topics and ideas and demonstrate an increasing ability to comprehend and participate in collaborative conversations</p> <p>Initiate and maintain conversations with others while developing knowledge and use of the social rules of language</p> <p>Demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language</p>	<p>Identify characters and setting in a story read aloud</p> <p>Ask and answer questions about characters and major events in a story with prompting and support</p> <p>Make connections between stories and real-life experiences</p> <p>Retell or re-enact a familiar story in a correct sequence of a familiar story’s major events with prompting and support</p> <p>Demonstrate the understanding that writing is a means for communication</p> <p>Use writing and drawing for a variety of purposes (giving information, narration, expressing opinions)</p> <p>Participate in shared writing experiences such as contributing ideas to a story</p> <p>Print, copy, trace or independently write letters or words</p>	<p>Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others</p> <p>Children engage in making and listening to music as a vehicle for expression and learning</p> <p>Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations</p> <p>Children use movement to creatively express their ideas and feelings, and to learn</p>

<p>Young children whose home language is not English demonstrate the ability to listen, understand, and respond to increasing more complex spoken English</p>	<p>Print or copy own name and identify some of the letters</p> <p>Use initial sound of word and other letters to represent sounds heard in a word</p> <p>Young children, whose home language is not English, demonstrate an increasing ability to engage in literacy experiences in English.</p>	
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<b>Engage in the writing process, including planning, drafting, revising (which may include trying a new approach), editing and publishing</b>			
<b>Expectations for grades K-2</b>	<b>Expectations for grades 3-6</b>	<b>Expectations for Grade 7-8</b>	<b>Expectations for Grade 9-12</b>
<p>Write with a specific audience in mind.</p> <p>Write independently a minimum of one (1) paragraph.</p> <p>Contain four (4) pieces of evidence.</p> <p>Edit with support</p>	<p>Write routinely over extended time frames, including research, reflection and revision; and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>Write with a specific audience, purpose and tone in mind using a variety of sources (to include digital sources)</p> <p>Write independently, with a clear focus, producing a minimum of five (5) paragraphs</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing and focusing on addressing what is most significant for a specific purpose and audience</p>	<p>Write with a specific audience, purpose and tone in mind</p> <p>Integrating a variety of sources (to include digital sources) and including one's own perspective and/or experiences.</p> <p>Write independently a clear thesis statement, development, and support. Produce a minimum of two (2) pages independently.</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Write with a specific audience, purpose and tone in mind</p> <p>Integrating a variety of sources (to include digital sources) and including one's own perspective and/or experiences.</p> <p>Write independently a clear thesis statement, development, and support. Include, when applicable, claim(s); counter-claim(s) and a synthesis of information resulting from one's own understanding.</p> <p>Develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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<b>Engage in foundational skills; phonics, word study/vocabulary, and spelling.</b>			
<b>Expectations for grades K-2</b>	<b>Expectations for grades 3-6</b>	<b>Expectations for Grade 7-8</b>	<b>Expectations for Grade 9-12</b>
<p>With guidance and support, shows understanding of words, syllables, and sounds (phonological awareness)</p> <p>With guidance and support uses phonics to decode words</p> <p>With guidance and support, reads known words quickly</p> <p>Uses grade level appropriate grammar, spelling, and punctuation when speaking and writing</p> <p>Applies grade level phonics to decode words in text</p>	<p>Uses grade level appropriate grammar, spelling, and punctuation when speaking and writing</p> <p>Knows and applies grade level phonics and word analysis skills when writing and decoding</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>Demonstrate understanding of spoken and written words, syllables, and sounds (phonological awareness)</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing and/or speaking.</p> <p>Demonstrate understanding of spoken and written words, syllables, and sounds (phonological awareness).</p> <p>Know and can apply grade-level phonics and word analysis skills when decoding words.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing and/or speaking.</p> <p>Demonstrate understanding of spoken and written words, syllables, and sounds (phonological awareness).</p> <p>Know and can apply grade-level phonics and word analysis skills when decoding words</p>

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Determine (clarify and/or interpret) the meaning of unfamiliar words and phrases as used in various texts and/or sources.			
Expectations for grades K-2	Expectations for grades 3-6	Expectations for Grade 7-8	Expectations for Grade 9-12
<p>Use Context clues</p> <p>Use Affixes</p> <p>Identify frequently occurring root words</p> <p>Use reference materials</p>	<p>Identify and use Greek and Latin affixes and roots</p> <p>Use print and digital reference materials</p> <p>Understand and use figurative language and word relationships; nuances of words</p> <p>Use of content area vocabulary accurately</p>	<p>Determine or clarify the meaning of unknown words and multiple-meaning words and phrases.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Use common, grade appropriate, Greek and Latin affixes and roots. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations of words with similar denotations.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>Consult general and specialized reference materials.</p> <p>Verify the preliminary determination of the meaning of a word or phrase.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech. Acquire, analyze, and use accurately general academic and domain-specific words and phrases in reading, writing, speaking and listening at the college and career readiness level.</p> <p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech or its etymology.</p>

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<b>Conduct short and more sustained research projects.</b>			
<b>Expectations for grades K-2</b>	<b>Expectations for grades 3-6</b>	<b>Expectations for Grade 7-8</b>	<b>Expectations for Grade 9-12</b>
No expectations	<p>Use features of nonfiction to find information</p> <p>Use pre-selected online sources. Use basic online search techniques</p> <p>Assess credibility of sources. Quote or paraphrase data or conclusions of others</p> <p>Gather information through live interviews, internet, artifacts, articles, books</p>	<p>Uses efficient search techniques (topic, focus, no extra words)</p> <p>Incorporate logical operators (and, or, &amp; not) in digital searches</p> <p>Assess the credibility and accuracy of information sources.</p>	<p>Gather information from multiple credible sources</p> <p>Use advanced search techniques. Use academic databases</p> <p>Grade 9: Write a 3-5 page paper with a specified structure</p> <p>Grade 10: Write a paper of 5-6 pages making an independently structured argument</p> <p>Grade 11: Write a paper of literary criticism or other topic which synthesizes the work of others</p> <p>Grade 12: Write a 5 to 10 page, research based paper for senior project or other topic</p>

By the time a student in the Orange East Supervisory Union graduates, he/she should be able to.....

<b>Read and determine meaning of varied texts both explicitly and inferentially.</b>			
<b>Expectations for grades K-2</b>	<b>Expectations for grades 3-6</b>	<b>Expectations for Grade 7-8</b>	<b>Expectations for Grade 9-12</b>
<p>Ask and answer questions such as Who? What? Where? When? Why? How?</p> <p>Use information gained from illustrations and words in print or digital text to show understanding of character, setting, plot</p> <p>Use clues from text to infer author's intention</p>	<p>Read, comprehend and cite textual evidence to support analysis of what the text says, explicitly as well as inferences drawn from text</p>	<p>Determine central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot</p> <p>Provide an objective summary of the text</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal the aspects of a character, or provide a decision.</p>	<p>Analyze how a modern work of fiction draws on the theme, patterns or events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new</p>

<b>Engage in Choice reading and understand content</b>			
<b>Expectations for grades K-2</b>	<b>Expectations for grades 3-6</b>	<b>Expectations for Grade 7-8</b>	<b>Expectations for Grade 9-12</b>
<p>Students choose to read book of interest.</p>	<p>Students choose to read book of interest.</p>	<p>Students choose to read book of interest.</p>	<p>Students choose to read book of interest.</p>

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<p>Ask and answer questions such as Who? What? Where? When? Why? How?</p> <p>Use information gained from illustrations and words in print or digital text to show understanding of character, setting, plot</p> <p>Use clues from text to infer author's intention</p>	<p>Read, comprehend and cite textual evidence to support analysis of what the text says, explicitly as well as inferences drawn from text</p>	<p>Determine central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot</p> <p>Provide an objective summary of the text</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal the aspects of a character, or provide a decision.</p>	<p>Analyze how a modern work of fiction draws on the theme, patterns or events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new</p>