

Language Arts

Level	Summary	Description
Level 1	Print Awareness, Alphabet Knowledge, Initial Sounds, Emergent Writing & Active Listening	Students develop foundational print concepts, learning that print carries meaning and follows consistent directionality (left to right, top to bottom, with return sweep). They recognize and name all 26 uppercase and lowercase letters and produce their most common sounds with automaticity. Students form letters using correct stroke order and write their first and last names legibly. They isolate initial consonant sounds in spoken words and match them to letters. Through interactive read-alouds and shared reading experiences, students practice active listening, answer simple questions about stories, make personal connections, and retell key events with support. They express ideas and narratives through drawing, movement, dramatic play, and oral language. Students begin to label pictures using letters or simple words and participate in shared writing, where they contribute ideas that adults help record. Language skills include following multi-step classroom directions and building vocabulary through discussions about texts, pictures, and daily experiences.
Level 2	Short Vowel Sounds, CVC Words, Blending & Segmenting, Early Sentence Writing & Storytelling	Students accurately produce short vowel sounds (/a/, /e/, /i/, /o/, /u/) and blend three phonemes to decode consonant-vowel-consonant (CVC) words such as 'cat,' 'sit,' 'bed,' and 'map.' They segment spoken CVC words into individual sounds to support spelling and phonemic awareness. Using known letter-sound correspondences and blending boards or strategies, students read simple decodable phrases, sentences, and very short decodable books with accuracy. They retell main ideas and story events in logical sequence (beginning, middle, end), connect texts to personal experiences, and identify basic story elements with support. In writing, students compose 3–4 related simple sentences about a picture, experience, or story, applying proper word spacing, capital letters at the start of sentences, and periods at the end. Oral storytelling, dramatic play, and partner discussions strengthen comprehension, expressive vocabulary, and narrative structure. Students discuss meanings of words in context and begin to use complete sentences when speaking and writing.
Level 3	Consonant Blends & Digraphs, Emerging Fluency, Opinion/Informative Writing & Collaborative Discussions	Students decode words containing initial and final consonant blends (e.g., 'st,' 'bl,' 'nd') and common digraphs (e.g., 'sh,' 'ch,' 'th,' 'wh,' 'ck'). They read decodable texts with emerging fluency, prioritizing accuracy before developing rate and phrasing, and self-correct using phonics knowledge when errors occur. Students identify the main idea and problem/solution in stories with support, distinguish fiction from nonfiction texts, and describe characters or settings. In writing, they produce simple opinion pieces (stating a preference with a reason) or informative sentences/fact lists about a topic, using basic punctuation (periods, question marks) and proper spacing. Through structured partner and small-group discussions, students practice active listening, turn-taking, building on others' ideas, and following agreed-upon conversation rules. Vocabulary development continues through context clues and discussions, while grammar focus includes recognizing and using simple sentences with a naming part and telling part.
Level 4	Long Vowel Patterns (Silent e), Simple Sentences & Narrative Writing, Prediction & Character Analysis	Students decode words with long vowel patterns, including the silent 'e' rule (also called magic e), where a final silent e makes the preceding vowel say its long sound (e.g., 'cap' becomes 'cape,' 'kit' becomes 'kite'). They read longer decodable sentences and books with developing expression and phrasing. Students make and confirm predictions using text features and pictures, and identify characters, setting, and central message or lesson with support. In writing, they compose multi-sentence narrative or opinion pieces (5+ sentences) with a clear beginning, middle, and end, using basic transitions (first, then, next, finally) and proper capitalization and end punctuation. Oral storytelling continues to develop through retelling with more detail and expression. Students participate in collaborative discussions, asking and answering questions to clarify understanding, and begin to use linking words in opinion writing. Language conventions include consistent use of capital letters for names and sentence starts, and spelling words with taught patterns.
Level 5	Vowel Teams & R-Controlled Vowels, Paragraph Foundations, Discussion & Character Feelings	Students decode common vowel teams (e.g., 'ai,' 'ee,' 'oa,' 'ea') and r-controlled vowels (ar, er, ir, or, ur) in single-syllable words. They read decodable chapter-style books or longer passages with improved rate, accuracy, and developing prosody (expression). Students retell with key details and central message or lesson, describe character feelings and actions using text evidence, and distinguish between fact and opinion with support. In writing, they produce a paragraph (5–6 sentences) that includes a topic sentence, 2 supporting details or reasons, and a concluding sentence, using linking words (because, also, for example). Structured discussions help students build on peers' ideas, take turns, and express opinions respectfully. Vocabulary strategies include using context clues and discussing multiple meanings of words. Grammar focus includes subject-verb agreement in simple sentences and consistent use of past tense in narratives.
Level 6	Multisyllabic Words, Text Features, Informative Paragraphs & Active Listening in Discussions	Students apply basic syllable patterns and division rules (e.g., VC/CV, V/CV) to read and spell two-syllable words, and decode words with common prefixes and suffixes (e.g., un-, re-, -ing, -ed, -s). They read grade-appropriate texts fluently, using text features (headings, bold words, captions, diagrams, table of contents) to locate information and make predictions. Students identify main idea and supporting details in informational texts and begin to follow the writing process (plan, draft, revise with support). In writing, they produce a revised 6–8 sentence informative paragraph with topic sentence, facts and details, and conclusion, organizing ideas logically. Active listening and collaborative discussion skills advance as students build on others' contributions, ask clarifying questions, and stay on topic. Vocabulary development includes using morphology (prefixes/suffixes) to determine word meanings. Conventions focus on paragraph indentation, consistent verb tense, and editing for spelling and punctuation errors with support.
Level 7	Complex Phonics Patterns, Character & Plot Analysis, Narrative Writing with Details & Collaborative Discussions	Students decode additional vowel patterns (e.g., diphthongs like 'oi,' 'oy,' 'ou,' 'ow') and advanced blends or variant spellings. They automatically apply phonics and morphology knowledge to read unfamiliar words. Students describe personality traits inferred from character thoughts, words, and actions; explain cause-and-effect relationships in stories; compare and contrast characters or story versions; and identify narrator or point of view with support. In writing, they craft narratives (8+ sentences) with clear beginning/middle/end, 2+ sensory details, dialogue or character actions, and transition words to show sequence or shifts. Collaborative discussions emphasize explaining ideas clearly, listening actively, and responding to others' perspectives. Students evaluate word choices in texts and use new vocabulary in speaking and writing. Grammar includes using quotation marks for dialogue and varying sentence length for interest.

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Level 8	Fluency Mastery, Early Research & Genre Integration, Presentations & Fact vs. Opinion	Students read with fluent rate, accuracy, expression, and phrasing across a variety of texts, automatically applying phonics and word-solving strategies. They summarize plot/sequence and central message, distinguish fact from opinion with support, and identify author's purpose (to inform, entertain, or persuade) in simple texts. Students follow the full writing process (plan, draft, revise, edit with support) and organize ideas into paragraphs with clear structure for narrative, opinion, or informative pieces. They conduct short research tasks using provided sources, take simple notes, and present information in clear sequential order to small groups or the class, using appropriate volume and eye contact. Discussions and presentations build public speaking confidence and the ability to support opinions with reasons. Language skills include using transition words for cohesion and evaluating basic source reliability (e.g., picture books vs. websites).
Level 9	Advanced Phonics & Morphology, Literary Elements, Multi-Paragraph Writing & Poetry/Drama Intro	Students decode multisyllabic words using syllabication, spelling patterns, and morphology (roots, prefixes, suffixes). They read complex grade-level texts fluently with prosody. Students summarize plot and explain how past events impact future events; describe character interactions and changes; identify theme or moral; and explain basic structural elements of poetry (stanzas, rhyme, rhythm) and drama (scenes, dialogue, stage directions). In writing, they produce multi-paragraph opinion or informative texts (2 paragraphs) with clear introduction, supporting reasons or facts, linking words, and conclusion. They participate in structured discussions that analyze texts deeply and begin to cite text evidence orally. Vocabulary strategies emphasize using Greek and Latin roots to unlock meaning. Conventions include consistent paragraph structure, varied sentence starters, and editing for grammar, spelling, and punctuation independently or with peer support.
Level 10	Text Structures, Inference Making, Author's Craft, Compare/Contrast Writing & Discussion Leadership	Students apply advanced phonics and morphology to decode and understand new words independently. They explain explicit and implicit relationships, draw conclusions with textual evidence, and analyze text structures (cause/effect, problem/solution, compare/contrast, sequential) to see how authors organize information. Students identify author's purpose and craft techniques (word choice, imagery, dialogue) that shape meaning. In writing, they revise drafts to improve logical flow and organization, and produce a compare/contrast paragraph or short essay with clear structure, signal words (similarly, in contrast, both), and evidence from texts. They begin leading small discussions by posing questions, summarizing key points, and ensuring all voices are heard. Research skills include locating information in multiple sources and noting similarities and differences in accounts. Language focus includes using precise vocabulary and recognizing how point of view influences what readers learn.
Level 11	Morphology Focus, Multiple Accounts & Points of View, Research Process & Source Evaluation	Students decode and determine meanings of words using Greek and Latin roots and affixes (e.g., 'photo,' 'graph,' 'tele,' 'auto'). They read complex texts fluently and compare/contrast firsthand vs. secondhand accounts, noting differences in point of view and information provided. Students integrate and organize information from two texts on the same topic, write research pieces with notes, paraphrasing, and basic citations, and evaluate simple source credibility (e.g., author expertise, publication date). In writing, they structure ideas logically across paragraphs and use transitions for cohesion. Collaborative discussions involve synthesizing information from multiple sources and respectfully debating differing viewpoints. Students continue to develop academic vocabulary and use morphology to unlock unknown words. Conventions include proper citation format (simple) and maintaining consistent voice and tense in research writing.
Level 12	Critical Reading Foundations, Persuasive Craft, Argumentative Writing & Structured Debate	Students master decoding of multisyllabic words with morphology and maintain fluent, expressive reading of complex texts. They evaluate whether an author achieved their purpose with specific evidence, recognize exaggerated or misleading statements, and distinguish between strong and weak arguments. In writing, students produce argumentative texts with a clear claim, 2+ supported reasons with evidence, and basic paragraph structure, using transitions to link ideas. They participate in simple debates or persuasive discussions, stating claims, providing reasons, and listening to counterarguments. Research and discussion skills include identifying author's viewpoint, premises, and evidence. Vocabulary and language development focus on persuasive language (e.g., powerful verbs, strong adjectives) and recognizing bias in word choice. Editing emphasizes logical organization, varied sentence structure, and precise word choice.
Level 13	Theme, Characterization & Literary Analysis, Narrative & Literary Response Writing, Performance	Students automatically apply all phonics, syllabication, and morphology skills while reading. They explain theme, conflict, resolution, and character roles/relationships with text evidence; analyze how narrator's point of view influences events and reader understanding; recognize foreshadowing and other literary devices; and explain how authors structure literary texts for effect. In writing, they craft narratives and literary analyses with clear organization, character motivation, dialogue, sensory details, and varied transitions. Students perform or dramatize scenes with expression, demonstrating understanding of character and emotion. Discussions involve comparing characters across texts, debating interpretations, and using evidence to support literary claims. Language skills include analyzing author's craft (figurative language, tone) and using sophisticated vocabulary in analysis and creative writing.
Level 14	Text Structure Mastery, Source Integration, Inquiry Leadership & Research Writing	Students decode and spell using full morphology knowledge and analyze how organizational patterns (cause/effect, problem/solution, compare/contrast, sequential) influence relationships among ideas in complex texts. They integrate and logically organize information from several texts on a topic, distinguish fact from opinion, verify facts across sources, and conduct short research with structured note-taking and synthesis. In writing, they produce multi-paragraph informative/explanatory texts with strong organizational formats (e.g., cause/effect essay, problem/solution report), clear topic sentences, supporting details, transitions, and basic citations. Students begin leading inquiry projects by formulating questions, assigning roles in small groups, and guiding discussions toward conclusions. They evaluate source credibility more independently and present research findings orally with visual supports if appropriate. Conventions include consistent use of academic language and proper integration of quotations or paraphrases.

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Level 15	Logical Argumentation with Counterclaims, Debate Leadership & Critical Evaluation of Texts	Students maintain fluent reading of complex texts and analyze multiple accounts for similarities and differences in point of view, bias, and reliability. They identify author's viewpoint, premises, evidence, and conclusion; recognize misleading statements or fallacies; and evaluate the logical soundness of arguments. In writing, students produce argumentative texts with claim, reasons, evidence, simple counterclaims, and rebuttals, structuring arguments with clear logical organization and cohesive devices (however, therefore, on the other hand). They lead or facilitate structured debates and discussions, ensuring balanced participation, summarizing opposing views fairly, and guiding the group toward reasoned conclusions. Research involves comparing multiple perspectives on controversial topics and citing sources to support or refute claims. Language development includes using precise academic and persuasive vocabulary and recognizing how connotation and tone affect arguments.
Level 16	Synthesis Across Texts, Structured Informative/Explanatory Writing, Source Evaluation & Presentation	Students independently decode and spell grade-level and above vocabulary using all strategies. They synthesize and organize ideas across multiple texts and genres, identifying connections, contradictions, and overarching themes. Students evaluate validity, credibility, and potential bias of sources, and produce and revise informative/explanatory texts with strong organizational structure, topic sentences, supporting details from multiple sources, effective transitions, and a clear voice. They focus on clear presentation of complex information and ideas, using headings, bullet points, or other text features as appropriate. Students lead discussions that synthesize information from several sources and present research or explanatory content to peers with clarity and appropriate supports (visuals, examples). Editing and revision emphasize coherence, precise language, sentence variety, and accurate citations.
Level 17	Deep Literary Analysis, Thought Structuring, Author's Craft & Facilitation of Discussions	Students have full automaticity in phonics, morphology, and word-solving strategies. They deeply analyze theme, characterization, text structure, point of view, and author's craft (figurative language, tone, symbolism, irony) in complex literary texts. Students explain how authors organize ideas and develop meaning over the course of a text, and how point of view shapes understanding and empathy. In writing, they produce sophisticated literary analyses with clear logical structure, strong evidence from text, analysis of author's choices, and smooth transitions. Students facilitate discussions by posing thought-provoking questions, encouraging textual evidence, synthesizing multiple perspectives, and helping peers clarify and deepen thinking. They continue to develop voice and style in creative and analytical writing. Language skills include analyzing and using advanced figurative language and academic vocabulary in discussions and writing.
Level 18	Research Process, Informative Structuring, Independent Inquiry & Source Synthesis	Students have independent decoding and spelling mastery in all contexts. They formulate and refine research questions, assess relevance, accuracy, and credibility of sources, convert information into structured notes (paraphrase, quote, summarize), and write detailed informative/explanatory texts with strong organizational formats, clear structure, topic sentences, supporting details, citations, and a formal voice. Students lead independent or small-group inquiry projects from question generation through synthesis and presentation. They evaluate multiple sources for bias, reliability, and usefulness, and synthesize conflicting information into coherent conclusions. Discussions and presentations emphasize logical flow, use of evidence, and audience engagement. Conventions include advanced citation practices, avoiding plagiarism, and polishing final products for publication or presentation quality.
Level 19	Advanced Argumentation, Logical Structuring, Counterclaims & Debate Facilitation	Students have automatic phonics and morphology mastery and read complex texts with full fluency and comprehension. They analyze author's viewpoint, premises, evidence, logical soundness, and potential fallacies in arguments. They evaluate whether an author or speaker achieved their purpose with specific evidence and recognize subtle forms of persuasion or bias. In writing, students produce full argumentative essays with claim, 3+ reasons with evidence, counterclaim(s) + rebuttal(s), and sophisticated transitions that show relationships between ideas (e.g., although, consequently, nevertheless). They structure complex arguments with clear logical flow, cohesive devices, and strong conclusions. Students facilitate debates and collaborative discussions, moderating turn-taking, ensuring equitable participation, summarizing arguments fairly, and guiding groups to evaluate evidence and reach reasoned judgments. Research supports argumentation with credible, balanced sources. Language skills include using precise, persuasive, and academic vocabulary and adapting tone and style to audience and purpose.
Level 20	Independent Synthesis, Advanced Info & Literary Structuring, Leadership in Inquiry & Debate	Students have complete independent application of phonics, morphology, and comprehension strategies to any text, including complex literary and informational works at or above grade level. They synthesize and organize ideas across multiple texts and genres, deeply analyze theme, characterization, point of view, text structure, and author's craft, and evaluate validity, credibility, and logical soundness of arguments and sources. Students independently plan, draft, revise, and edit polished multi-page pieces across all genres (narrative, informative/explanatory, argumentative) with strong voice, sentence variety, logical organization, evidence integration, and basic citations. They lead discussions that structure and synthesize complex ideas from multiple sources, facilitate inquiry projects or debates, and present or publish work for authentic audiences. This capstone level emphasizes student agency, critical thinking, creativity, and leadership in all language arts domains, preparing students for advanced academic work.