

South Dakota

English Language Arts

Standards

Proposed August 9, 2024

DRAFT

Contents

Introduction 3

Summary of Changes 4

Standards Revision Committee 5

How to Read the Standards 6

Kindergarten 7

1st Grade 11

2nd Grade 16

3rd Grade 20

4th Grade 24

5th Grade 28

6th Grade 33

7th Grade 38

8th Grade 43

9th-10th Grade..... 48

11th-12th Grade..... 53

Introduction

This document presents the revised English Language Arts (ELA) standards for the state of South Dakota. These revisions are the culmination of extensive work by a dedicated committee tasked with thoroughly evaluating each standard. The committee's objective was to ensure that the standards are up-to-date, developmentally appropriate, and aligned with current educational research.

The committee meticulously reviewed the standards to verify their relevance and accuracy for each grade level. They examined the progression of standards across grade levels to ensure a coherent and cumulative learning experience for students. Additionally, the committee prioritized using student-centered language, ensuring that the standards clearly articulate what students should be able to know and do by the end of each school year.

Throughout the revision process, the committee kept in mind that standards are the goals we set for our students. These goals should be rigorous, yet achievable, promoting a high level of academic excellence while being attainable for all students. By incorporating the latest educational research and best practices, these revised standards aim to provide a strong foundation for student learning and success.

In developing these revised standards, the committee utilized the ELA College and Career Readiness Standards as the anchor standards. These foundational benchmarks served as a guide throughout the revision process, ensuring consistency and alignment with national expectations for student achievement. The numbering system from the College and Career Readiness Standards remains in place, providing a familiar framework that educators and stakeholders can easily navigate. By anchoring our revisions in these established standards, we have ensured that our revised ELA standards maintain a high level of rigor and relevance, preparing students for success in college, careers, and beyond.

As the next step in the revision process, we are opening these standards for public review. We invite educators, parents, students, and community members to view the revised standards and provide their feedback. This public review period is a crucial part of our commitment to transparency and inclusivity, ensuring that these standards meet the needs of our state's educational community. Your insights and comments will be invaluable as we work to finalize the standards, and we encourage all stakeholders to participate actively in this process. Together, we can ensure that our ELA standards continue to reflect the highest expectations and support the academic growth of all South Dakota students.

The revised ELA standards reflect our commitment to preparing South Dakota students for the demands of college, careers, and civic life. We believe these standards will help educators guide students toward achieving their full potential, equipping them with the essential skills and knowledge necessary for their future endeavors.

Summary of Changes

During the recent revision cycle of the English Language Arts (ELA) standards, several significant updates were made to enhance clarity, ensure alignment across grade levels, incorporate current best practices in ELA instruction, and shift the focus from teacher-driven to student-centered outcomes. The key changes are as follows:

1. Improving Clarity of Standards:

- Language and terminology were simplified to ensure that the standards are easily understood by educators, students, and parents.
- Ambiguous or overly complex phrasing was revised to provide clear expectations and goals.
- Redundant standards were consolidated to streamline the framework and eliminate confusion.
- Examples included in the original standards were either eliminated or edited to provide a cleaner document, reducing potential confusion and enhancing clarity.

2. Alignment Across Grade Levels:

- Standards were reviewed and revised to create a coherent progression of skills from one grade level to the next.
- Consistent terminology and phrasing were adopted across all grades to facilitate a smooth transition and continuity in learning objectives.
- Vertical alignment was emphasized to ensure that foundational skills are built upon effectively in higher grades.

3. Incorporating Current Best Practices in ELA Instruction:

- Standards were updated to reflect the latest research and best practices in ELA instruction, including a greater emphasis on critical thinking, digital literacy, and text analysis.
- Specific skills related to 21st-century literacy, such as media literacy and information evaluation, were integrated into the standards.
- Standards were aligned with the language of the science of reading, particularly emphasizing key components such as phonemic awareness, phonics, sight recognition, fluency, verbal reasoning, vocabulary, structural analysis, and literary elements. This ensures that foundational reading skills are systematically developed and reinforced throughout the grades.
- Additional standards were added to the phonological awareness and phonics sections to reflect the importance of these areas as highlighted in the current science of reading findings, ensuring systematic development and reinforcement of foundational reading skills.

4. Shifting from Teacher-Driven to Student-Centered Standards:

- Standards were rephrased to focus on what students should be able to do, rather than prescribing specific teaching methods or activities.
- The emphasis was placed on student outcomes, such as the ability to analyze, interpret, and create texts, rather than on the processes teachers should use.
- Performance-based standards were prioritized to encourage active learning and real-world application of ELA skills.

Standards Revision Committee

Name	Organization	Position
Dr. Katie Anderson	Dakota State University	Education Instructor
Kari Behm	Pierre School District	4th Grade Teacher
Jennifer Brist	Watertown School District	Instructional Coach/Literacy Specialist
Nicole Finnesand	Tri-Valley School District	HS ELA/Reading Specialist
Carli Flemmer	NSU Virtual School	High School English Teacher
Mark Galpin	Howard School District	High School English Teacher
Erin George	Rapid City School District	Literacy Specialist
Julie Gunderson	Brookings School District	Kindergarten Teacher
Amber Heirigs	Baltic School District	Reading Interventionist
Baylee Hemmer	Brandon Valley School District	5th Grade Teacher
Brooke Henderson	McLaughlin School District	3rd Grade Teacher/Literacy Coach
Amanda LaCroix	Gayville-Volin School District	2nd Grade Teacher
Morgan Lentz	Canistota School District	Kindergarten Teacher
Cynthia Lockett	Aberdeen School District	4th/5th Resource Teacher
Lindsay Martenson	Watertown School District	2nd Grade Teacher
Michelle Moen	Sisseton School District	Special Education Teacher
Dr. Sheila Mulder	Dakota State University	Education Instructor
Carrie Oakley	Parkston School District	5th Grade Teacher
Dr. Evan Ortlieb	South Dakota State University	Dean of Education
Reva Potter	Belle Fourche School District	Middle School ELA Teacher
Brooke Rotert	Spearfish School District	Middle School ELA Teacher
Megan Smidt	Aberdeen School District	1st Grade Teacher
Kathryn Swank	Rapid City School District	Reading Specialist
Dr. Jacqueline Wilber	University of South Dakota	Education Instructor

Megan Wollman	Aberdeen School District	Middle School Teacher
Support Team		
Dr. Kim Buechler	Compass	Committee Facilitator
Patti Lager	Department of Education	DOE Project Lead
Vera Van Winkle	Department of Education	DOE Project Lead

How to Read the Standards

The standards are organized into three main sections: K-5, 6-12 ELA, and 6-12 History/Social Studies, Science, and Technical Subjects. Within each section the standards are further organized by strands.

Strand Code	K-5 Strands
RL	Reading Literature
RI	Reading Informational Text
RF	Reading Foundational Skills
W	Writing
SL	Speaking & Listening
L	Language
Strand Code	6-12 ELA Strands
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking & Listening
L	Language
Strand Code	6-12 History/Social Studies, Science, Technical Subjects Strands
RH	Reading: History/Social Studies
RST	Reading: Science/Technical Subjects
WHST	Writing: History/Social Studies, Science, and Technical Subjects

Example Standard

K.RL.1	Ask and answer questions about story elements in a text read aloud with prompting and support.
--------	--

K = Grade Level (Kindergarten), **RL** = Strand (Reading Literature), **1** = Standard Number

Kindergarten

Reading Literature Standards

K.RL.1	Ask and answer questions about story elements in a text read aloud with prompting and support.
K.RL.2	Retell familiar stories, including story elements, with prompting and support.
K.RL.3	Describe characters, settings, and major events in a story with prompting and support.
K.RL.4	Ask and answer questions about unknown words and phrases, including multiple meaning words with prompting and support.
K.RL.5	Explain differences between fiction and informational texts with prompting and support.
K.RL.6	Identify the author's purpose for writing a story with prompting and support.
K.RL.7	Explain the relationship between illustrations and the text with prompting and support.
K.RL.8	Not applicable to literature
K.RL.9	Compare and contrast two or more texts with a similar theme with prompting and support
K.RL.10	By the end of the year read and comprehend a variety of literary texts. a. Demonstrate listening comprehension of complex texts. b. Read and proficiently comprehend grade-appropriate text. c. Self-select texts for personal enjoyment, interest, and academic tasks with prompting and support.

Reading Informational Text Standards

K.RI.1	Ask and answer questions about key ideas and details in a text read aloud with prompting and support.
K.RI.2	Identify the main topic and retell key details of a text with prompting and support.
K.RI.3	Describe the connection between individuals, events, ideas, or pieces of information in a text with prompting and support.
K.RI.4	Ask and answer questions about unknown words in a text with prompting and support.
K.RI.5	Identify various text features with prompting and support.
K.RI.6	Identify the author's purpose for writing a text with prompting and support.
K.RI.7	Describe the relationship between visual representations and the text with prompting and support.

K.RI.8	Identify the details an author gives to support their opinions in a text with prompting and support.
K.RI.9	Compare and contrast two or more texts on the same topic with prompting and support.
K.RI.10	By the end of the year read and comprehend a variety of informational text. a. Demonstrate listening comprehension of complex texts. b. Read and proficiently comprehend grade-appropriate text. c. Self-select texts for personal enjoyment, interest, and academic tasks with prompting and support.
Reading Foundational Skills Standards	
K.RF.1	Demonstrate foundational understanding of print concepts and features of print. a. Apply left-to-right and top-to-bottom directionality when reading text. b. Understand that letters represent individual sounds in spoken language and combine to form words. c. Recognize that words are separated by spaces in written text. d. Identify and name all uppercase and lowercase letters. e. Identify the front cover, back cover, and title page of a book to navigate text appropriately. f. Identify the role of the author and the illustrator in a story.
K.RF.2	Demonstrate <u>awareness</u> of phonological skills, including: a. Blend and segment at the word level. b. Blend, segment and delete at the syllable level. c. Recognize, generate, and categorize rhymes. d. Blend, segment, and delete at the intra-syllable level (onset/rime, body/coda). Demonstrate <u>proficiency</u> in phonemic awareness skills, including: e. Isolate phonemes in the beginning, ending, and medial positions. f. Blend and segment words with 2-3 phonemes (excluding consonant blends).
K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Identify all uppercase and lowercase letters of the alphabet. b. Associate predictable consonant and short vowel sounds with corresponding letters. c. Understand that graphemes represent phonemes. d. Use grapheme-phoneme knowledge to decode and encode CVC and open syllable one-syllable words. e. Read grade-appropriate high-frequency words.
K.RF.4	Read grade-appropriate texts with sufficient accuracy and fluency to support comprehension. a. Read grade-appropriate texts with purpose and understanding. b. Read grade-appropriate texts orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.

	c. Self-monitor reading for correct word recognition and understanding, rereading as necessary.
Language Standards	
K.L.1	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use frequently occurring nouns and verbs to produce complete sentences. b. Use regular plural nouns. c. Use question words in complete sentences. d. Expand complete sentences using descriptive language (e.g. prepositions, adjectives, adverbs) in shared language activities.
K.L.2	Demonstrate command of the conventions of standard English when writing. a. Print all uppercase and lowercase letters of the alphabet using correct formation. b. Capitalize the first word in a sentence and the pronoun I. c. Recognize end punctuation. d. Spell simple words phonetically, drawing on knowledge of consonant and short vowel sounds.
K.L.3	Begins in grade 2
K.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use context to determine or clarify the meaning of unknown words and phrases with guidance.
K.L.5	Explore word relationships and subtle differences in word meanings with prompting and support. a. Determine the relationship between a group of objects or concept words. b. Demonstrate understanding of words with similar and opposite meanings. c. Identify real-life connections between words and their use.
K.L.6	Acquire and use grade-appropriate vocabulary in conversations, reading, and learning experiences.
Writing Standards	
K.W.1	Compose opinion pieces that tell the reader their opinion on a topic and state a reason using a combination of drawing, dictating and writing.
K.W.2	Compose informative texts that name the topic and a fact using a combination of drawing, dictating and writing.

K.W.3	Narrate a story, telling about the events in chronological order with a character and setting using a combination of drawing, dictating and writing.
K.W.4	Identify the purpose of a writing task.
K.W.5	Respond to questions and suggestions from peers or adults adding details to strengthen writing.
K.W.6	Explore a variety of digital tools to produce and publish writing individually or collaboratively with guidance and support.
K.W.7	Participate in collaborative research and writing projects.
K.W.8	Provide a response to a prompt using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources with guidance and support.
K.W.9	Begins in grade 4
K.W.10	Write routinely using a combination of drawing, dictating and writing.
Speaking and Listening Standards	
K.SL.1	Participate in collaborative conversations with peers and adults about kindergarten topics and texts in small and large groups. a. Follow agreed-upon norms for discussions. b. Continue a conversation through multiple exchanges.
K.SL.2	Confirm understanding from content presented by asking questions and requesting clarification.
K.SL.3	Ask and answer questions to clarify or get more information about a topic.
K.SL.4	Describe familiar people, places, things, and events including additional details with prompting and support.
K.SL.5	Add drawings, digital media, or other visual displays to provide additional detail.
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.

1st Grade

Reading Literature Standards

1.RL.1	Ask and answer questions about key ideas and details in a text.
1.RL.2	Retell stories, including key ideas and details, and demonstrate understanding of their central message or lesson.
1.RL.3	Describe characters, settings, and major events in a story, using key ideas and details.
1.RL.4	Identify words and phrases in stories, poems, songs, or other texts that have literal (e.g., explicit language) and non-literal meanings (e.g., figurative language) including but not limited to emotions (e.g., feelings or appealing to the senses).
1.RL.5	Explain major differences between common text structures and genres.
1.RL.6	Use words, illustrations, and details to identify the purpose of and/or point of view in a text.
1.RL.7	Use words, illustrations, and details to describe characters, setting, or events in a story including print and digital texts.
1.RL.8	Not applicable to literature
1.RL.9	Describe what a theme is and identify common themes in stories (e.g., honesty, bravery).
1.RL.10	By the end of the year, read and comprehend a variety of literary texts. a. Read and comprehend grade-appropriate texts with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). b. Self-select text for personal enjoyment, interest, and academic tasks prompting and support.

Reading Informational Text Standards

1.RI.1	Ask and answer questions about key ideas and details in a text.
1.RI.2	Identify the main topic and retell key details of a text.
1.RI.3	Compare individuals, events, ideas, or pieces of information in a text.
1.RI.4	Investigate the meanings of words and phrases used in various contexts.
1.RI.5	Recognize various text features and their relationship to each other or the whole.
1.RI.6	Identify the purpose of and/or point of view in a text.
1.RI.7	Use words or images to describe key ideas in print and digital texts.
1.RI.8	Identify the details/evidence an author gives to support points in a text.

1.RI.9	Compare and contrast two texts on similar topics to build knowledge.
1.RI.10	By the end of the year, read and comprehend a variety of informational text. a. Read and comprehend grade-appropriate text with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands). b. Self-select texts for personal enjoyment, interest, and academic tasks with guidance and support.

Reading Foundational Skills Standards

1.RF.1	Demonstrate foundational understanding of print concepts and features of print. a. Understand that sentences are constructed in a logical sequence. b. Recognize key elements of a sentence, including the first word, capitalization, and ending punctuation.
1.RF.2	Demonstrate <u>proficiency</u> of identifying, blending, and segmenting phonemes (sounds) in spoken words. a. Isolate and identify individual phonemes in spoken words. b. Recognize initial, final and medial phonemes in spoken words. c. Identify common phonemes in different words (e.g., identifying the /s/ sound in "sun" and "sand"). d. Distinguish between similar phonemes (e.g., /p/ and /b/). e. Categorize words based on shared phonemes (e.g., sorting words with the same initial sound). f. Categorize words with different phonemes in specified positions (e.g., initial, medial, final). g. Blend phonemes together to form words. h. Segment spoken words into individual phonemes. Demonstrate <u>awareness</u> of: i. Segment multisyllabic words into syllables and phonemes. j. Delete specified phonemes from words to create new words. k. Add phonemes to words to create new words. l. Substitute one phoneme in a word to create a new word.
1.RF.3	Decode and encode using grade-level phonics and word analysis skills. a. Differentiate between long and short vowel sounds in regularly spelled one-syllable words. b. Recognize and apply the sound-letter correspondences for consonants, vowels, consonant digraphs and consonant blends in isolation. c. Decode and encode one-syllable words with regular spelling patterns, including CVC, CCVC, CVCC, CVVC, CVCe in context. d. Decode common vowel teams to represent long vowel sounds in words. e. Read and understand words with inflectional endings in context and recognize how these endings change the meaning or tense of words. f. Recognize that every syllable in a word must contain a vowel sound and use this knowledge to determine syllable count in printed words. g. Decode two-syllable words by breaking them into syllables and applying phonics patterns in open and closed syllables.

	h. Read and spell grade-appropriate high-frequency words.
1.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-appropriate text with purpose and understanding.</p> <p>b. Read grade-appropriate text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</p> <p>c. Self-monitor reading for correct word recognition and understanding, rereading as necessary.</p>
Language Standards	
1.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use common, proper, and possessive nouns.</p> <p>b. Use singular and plural nouns and pronouns with matching verbs in basic sentences (e.g., Jane hops; We hop).</p> <p>c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>e. Use frequently occurring adjectives.</p> <p>f. Use frequently occurring conjunctions.</p> <p>g. Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those).</p> <p>h. Use frequently occurring positional prepositions (e.g., under, around, over, beside).</p> <p>i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
1.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence, the pronoun I, dates, and names of people.</p> <p>b. Print all uppercase and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.</p> <p>c. Use end punctuation for sentences.</p> <p>d. Use commas in dates.</p> <p>e. Use conventional spelling for words with common grade-appropriate spelling patterns.</p> <p>e. Spell grade-appropriate high-frequency words.</p> <p>f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
1.L.3	Begins in grade 2
1.L.4	<p>Determine the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, using flexible strategies.</p> <p>a. Use sentence-level context to determine the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes to determine the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
1.L.5	Demonstrate understanding of word relationships and subtle differences in word meanings with guidance and support.

	<ul style="list-style-type: none"> a. Sort words into categories. b. Categorize words by one or more key attributes. c. Identify real-life connections between words and their use. d. Distinguish differences among verbs and adjectives with similar meanings (e.g., look, peek, glance, stare, glare, scowl); by defining, choosing, or acting out the meanings.
1.L.6	Demonstrate grade-appropriate vocabulary use across reading, writing, speaking, and listening.

Writing Standards

1.W.1	<p>Write opinion pieces that:</p> <ul style="list-style-type: none"> a. Introduce an opinion about a topic. b. Supply reasons for the opinion. c. Provide a concluding statement.
1.W.2	<p>Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. Name a topic. b. Include facts about the topic. c. Provide a concluding statement.
1.W.3	<p>Write narratives that:</p> <ul style="list-style-type: none"> a. Recount two or more appropriately sequenced events. b. Include details regarding what happened. c. Use words to signal event order. d. Provide a concluding statement.
1.W.4	Create a plan for writing a piece that organizes an idea with a clear and coherent message with guidance and support.
1.W.5	Develop a piece of writing through revising, editing, and rewriting with peer and teacher guidance and support.
1.W.6	Use a variety of digital tools to write and publish, both individually and collaboratively, with guidance and support.
1.W.7	Participate in collaborative research and writing projects.
1.W.8	Use background knowledge and/or gathered information from multiple print and digital sources to write about a topic in one's own words with guidance and support.
1.W.9	Begins in grade 4
1.W.10	Write routinely to increase stamina in a range of tasks, purposes, and audiences with guidance and support.

Speaking and Listening Standards

DRAFT

2nd Grade

Reading Literature Standards

2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas and details in a text.
2.RL.2	Retell stories, those from various cultures and genres, and determine their central message/theme, lesson, or moral.
2.RL.3	Analyze how characters in a story respond to major events and challenges.
2.RL.4	Identify and explain how words and phrases create meaning or tone in stories, poems, songs or other texts that have literal and non-literal meanings including but not limited to emotions.
2.RL.5	Evaluate the structure of texts, including sentences, paragraphs, and larger portions of the text and how they connect to the overall meaning.
2.RL.6	Describe how the point of view from various characters and/or purpose shapes the content of a text.
2.RL.7	Use background knowledge, illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.8	Not applicable to literature
2.RL.9	Compare and contrast two or more versions of the same topic by different authors.
2.RL.10	By the end of the year, read and comprehend a variety of literary texts. a. Read and comprehend grade-appropriate texts with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). b. Self-select text for personal enjoyment, interest, and academic tasks prompting and support.

Reading Informational Text Standards

2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas and details in a text.
2.RI.2	Identify the main topic of a multi-paragraph text and use key details from the paragraphs to support the main topic.
2.RI.3	Explain the relationships between historical events, scientific ideas, or technical procedures in a text.
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.RI.5	Use various text features to locate key facts or information in a text.
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
2.RI.7	Use and explain how specific images (e.g., photographs, charts, diagrams) contribute to and clarify a text.
2.RI.8	Describe how details/evidence support specific points the author makes in a text.

2.RI.9	Compare and contrast the main ideas presented by two texts on the same topic.
2.RI.10	By the end of the year, read and comprehend a variety of informational text. a. Read and comprehend grade-appropriate text with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). b. Self-select text for personal enjoyment, interest, and academic tasks with guidance and support.

Reading Foundational Skills Standards

2.RF.1	There is not a grade 2 standard for this concept. Please see preceding grades for more information.
2.RF.2	Demonstrate proficiency of spoken words, syllables, and phonemes (sounds). a. Blend 5-6 phonemes together to form words. b. Add initial, final, and medial phonemes in words. c. Segment 5-6 phonemes in words. d. Delete initial, final, medial phonemes in words. e. Substitute initial, final, and medial phonemes in words.
2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Decode and encode two-syllable words with both long and short vowels, following regular phonics patterns. b. Decode and encode sound-spelling correspondences for common vowel teams including diphthongs. c. Decode vowel variants. d. Decode and encode words with vowel-r patterns. e. Decode and encode words with silent letters. f. Decode and encode words with common prefixes and suffixes. g. Decode 2-syllable words that follow all syllable patterns. h. Encode 2-syllable words using open syllables, closed syllables, silent e syllables, vowel-r patterns. i. Read and spell grade-appropriate high-frequency words.
2.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-appropriate text with purpose and understanding. b. Read grade-appropriate text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Self-monitor reading for correct word recognition and understanding, rereading as necessary.

Language Standards

2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use common, proper, possessive and collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use subject verb agreement for singular and plural nouns and pronouns. d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs and choose between them depending on what is to be modified. g. Use direction, time, and movement prepositions. h. Use conjunctions to produce, expand, and rearrange complete simple and compound sentences. i. Correctly use frequently confused words (e.g., to, too, two).
2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Print letters correctly and fluently. Space words and sentences properly so that writing can be read

	<p>easily by others.</p> <p>b. Capitalize proper nouns.</p> <p>c. Use commas in greetings and closings of letters. Use commas to separate single words in a series. Use commas in compound sentences.</p> <p>d. Use an apostrophe to form contractions and singular possessives.</p> <p>e. Spell grade-appropriate high frequency words correctly in writing.</p> <p>f. Generalize learned spelling patterns when writing words.</p> <p>g. Consult print and digital reference materials, as needed, to check and correct spellings.</p>
2.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between formal and informal English.</p>
2.L.4	<p>Determine the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content using flexible strategies.</p> <p>a. Use sentence-level context to determine the meaning of a word or phrase.</p> <p>b. Determine the meaning of words when common prefixes and suffixes are added.</p> <p>c. Use a known root word to determine the meaning of an unknown word with the same root.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>e. Use print and digital reference materials to determine or clarify the meaning of words and phrases.</p>
2.L.5	<p>Demonstrate understanding of word relationships and subtle differences in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Sort and categorize words by multiple attributes (e.g., synonyms, antonyms, size, color, type).</p>
2.L.6	<p>Acquire and use domain specific vocabulary across reading, writing, speaking, and listening.</p>
<p>Writing Standards</p>	
2.W.1	<p>Write opinion pieces that:</p> <p>a. Introduce an opinion using a topic sentence.</p> <p>b. Supply reasons and details that support the opinion.</p> <p>c. Use grade-level appropriate linking words to connect the opinion and reasons (e.g., so, but, because, for example).</p> <p>d. Provide a concluding sentence or paragraph.</p>
2.W.2	<p>Write informative/explanatory texts that:</p> <p>a. Provide introduction with a topic sentence.</p> <p>b. Use facts and details to develop points.</p> <p>c. Use grade-level appropriate linking words and phrases to connect ideas.</p> <p>d. Provide a concluding sentence or paragraph.</p>
2.W.3	<p>Write narratives (e.g., story, poetry) that:</p> <p>a. Recount a well-elaborated event or short sequence of events.</p> <p>b. Include details to describe actions, thoughts, dialogue, and feelings.</p> <p>c. Use transition words to signal event order.</p> <p>d. Provide a sense of closure.</p>
2.W.4	<p>Use various planning tools to provide a clear and coherent message in writing with guidance and support (e.g., brainstorming, outlining, mind map).</p>
2.W.5	<p>Develop the focus of the topic of writing through revision and improve the clarity of the writing through editing with guidance and support from adults, peers, and/or digital tools.</p>

2.W.6	Use a variety of digital tools to produce and publish writing, both individually and collaboratively with guidance and support.
2.W.7	Participate in collaborative research and writing projects to build knowledge.
2.W.8	Use background knowledge and/or information gathered from digital and print sources to write about a topic in one's own words.
2.W.9	Begins in grade 4
2.W.10	Write routinely to increase stamina in a range of tasks, purposes, and audiences with guidance and support.

Speaking and Listening Standards

2.SL.1	Participate in collaborative conversations about grade 2 topics and texts with peers and adults. a. Follow agreed-upon norms for discussions. b. Build on others' talk in conversations by linking comments to the remarks of others. c. Ask for clarification and explanation to better understand topics and texts under discussion.
2.SL.2	Retell and describe key ideas or details from content presented orally or through other media.
2.SL.3	Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
2.SL.4	Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.
2.SL.5	Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

3rd Grade

Reading Literature Standards

3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2	Retell stories, determine the central message and theme and explain how it is revealed through key details in the text.
3.RL.3	Describe the setting and characters in a story and explain how they contribute to the main events.
3.RL.4	Identify and explain the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3.RL.5	Explain the different text structures and genres and describe how each successive part relates to each other and the whole.
3.RL.6	Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.
3.RL.7	Explain how the text's illustrations contribute to the meaning, tone or mood of a text.
3.RL.8	Not applicable to literature.
3.RL.9	Compare and contrast the central message, themes, settings, and plots of stories about the same or similar topics.
3.RL.10	By the end of the year, read and comprehend a variety of literary texts. a. Read and comprehend grade-appropriate texts with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). b. Self-select text for personal enjoyment, interest, and academic tasks prompting and support.

Reading Informational Text Standards

3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.2	Determine the main idea of a text; identify the key details and explain how they support the main idea.
3.RI.3	Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text.
3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3.RI.5	Identify the overall text structure or events, ideas, concepts, or information in a text or section of a text (e.g., description, chronology, comparison, cause/effect, problem/solution).
3.RI.6	Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.

3.RI.7	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
3.RI.8	Describe how particular sentences and paragraphs in a text support particular points the author makes.
3.RI.9	Compare and contrast the main ideas and key details presented in two texts on the same topic.
3.RI.10	By the end of the year, read and comprehend a variety of informational text. a. Read and comprehend grade-appropriate text with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). b. Self-select text for personal enjoyment, interest, and academic tasks with guidance and support.

Reading Foundational Skills Standards

3.RF.1	There is not a grade 3 standard for this concept. Please see preceding grades for more information.
3.RF.2	Proficiency of the phonological awareness skill continuum is expected by 3rd grade but cannot be assumed. Please see preceding grade levels for students who are still developing in this area and provide intervention as needed.
3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Decode and encode advanced vowel patterns, including vowel digraphs and diphthongs. b. Identify and understand the meanings of common prefixes and derivational suffixes. c. Recognize words with common Greek and Latin affixes to enhance vocabulary and word recognition skills. d. Apply knowledge of syllable division rules, morphemes, and phonics patterns to decode and encode multisyllabic words accurately. e. Apply spelling patterns and rules (e.g., doubling consonants before adding -ed or -ing, dropping silent e when adding a suffix) to spell words accurately. f. Read and spell grade-appropriate high-frequency words.
3.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-appropriate text with purpose and understanding. b. Read grade-appropriate texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression). c. Self-monitor reading for correct word recognition and understanding, rereading as necessary.

Language Standards

3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use adverbs and adjectives (comparative and superlative). h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Correctly use frequently confused words (e.g., your, you're).
-------	---

3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Write legibly in print or cursive, using appropriate spacing and margins. b. Use correct capitalization. c. Use commas in greetings and closings of letters, in addresses, to separate single words in a series and in compound sentences. d. Use commas and quotation marks in dialogue. e. Form and use possessives. f. Use high-frequency words and spelling patterns to spell grade-appropriate words correctly, consulting reference materials as needed.
3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between formal and informal English.
3.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, using flexible strategies. a. Use sentence-level context to determine the meaning of a word or phrase. b. Determine the meaning of words when affixes are added. c. Use a root word to determine the meaning of an unknown word with the same root (e.g., company, companion). d. Use print and digital reference materials to determine or clarify meaning of words and phrases.
3.L.5	Demonstrate understanding of word relationships and subtle differences in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Writing Standards

3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped. b. Provide reasons that support the opinion. c. Use grade-level appropriate linking words and phrases to connect opinion and reasons. d. Provide a conclusion.
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader. b. Develop the topic with facts, definitions, and details. c. Use grade level appropriate linking words and phrases to connect ideas within categories of information. d. Provide a conclusion.
3.W.3	Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences. a. Establish a situation and/or setting; introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

	<p>b. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use transition words and phrases to signal event order.</p> <p>d. Provide a sense of conclusion (when appropriate to the genre).</p>
3.W.4	Produce clear and coherent writing, with guidance and support, in which the development and organization are appropriate to task, purpose, and audience.
3.W.5	Develop and strengthen writing as needed, with guidance and support from peers, adults, and digital tools by planning, drafting, revising, and editing.
3.W.6	Use technology and keyboarding skills to produce and publish writing, with guidance and support both individually and collaboratively.
3.W.7	Conduct short research projects that build knowledge about a topic.
3.W.8	<p>Gather and recall information from experiences and print and digital sources.</p> <p>a. Take brief notes on sources.</p> <p>b. Sort evidence into provided categories.</p>
3.W.9	Begins in grade 4
3.W.10	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
Speaking and Listening Standards	
3.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>e. Cooperate and problem solve as appropriate for productive group discussions.</p>
3.SL.2	Determine the main ideas and supporting details of content presented in diverse media and formats, such as visual, quantitative, and oral formats.
3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
3.SL.4	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
3.SL.5	Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

4th Grade

Reading Literature Standards

4.RL.1	Explain what a text says explicitly and draw inferences by referring to details and examples in the text.
4.RL.2	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.
4.RL.3	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).
4.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language (e.g., metaphors and similes).
4.RL.5	Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
4.RL.6	Compare and contrast the point of view from which different stories are narrated and explain the author's purpose using evidence from the text.
4.RL.7	Make connections about the meaning, tone, and mood between the print version of a story or drama and a visual or oral presentation of the same text; support with details and evidence.
4.RL.8	Not applicable to literature
4.RL.9	Compare and contrast the authors' approaches to similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.
4.RL.10	By the end of the year, read and comprehend a variety of literary texts. a. Read and comprehend grade-appropriate texts with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). b. Self-select text for personal enjoyment, interest, and academic tasks.

Reading Informational Text Standards

4.RI.1	Explain what a text says explicitly and draw inferences by referring to details and examples in the text.
4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.RI.3	Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using evidence from the text.
4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4.RI.5	Describe the overall text structure of events, ideas, concepts, or information in a text or section of a text (e.g., description, chronology, comparison, cause/effect, problem/solution).
4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided.

4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text.
4.RI.8	Identify and explain the reasons and evidence an author uses to support particular points in a text.
4.RI.9	Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.
4.RI.10	By the end of the year, read and comprehend a variety of informational text. a. Read and comprehend grade-appropriate text with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). b. Self-select text for personal enjoyment, interest, and academic tasks.

Reading Foundational Skills Standards

4.RF.1	There is not a grade 4 standard for this concept. Please see preceding grades for more information.
4.RF.2	There is not a grade 4 standard for this concept. Please see preceding grades for more information.
4.RF.3	Demonstrate proficiency in grade-level phonics and word analysis skills in decoding and encoding words. a. Identify and use common prefixes, suffixes, and root words to decode and encode words. b. Recognize and use common Greek and Latin roots to determine word meanings and decode unfamiliar words. c. Apply knowledge of syllable division rules, morphemes, and phonics patterns to decode and encode multisyllabic words accurately. d. Apply spelling patterns and rules to spell words accurately.
4.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-appropriate text with purpose and understanding. b. Read grade-appropriate texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression). c. Self-monitor reading for correct word recognition and understanding, rereading as necessary.

Language Standards

4.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns and relative adverbs. b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use auxiliary verbs to convey various conditions to clarify meaning. d. Order adjectives within sentences according to conventional patterns. e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., there, their, they're).
4.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Write legibly and fluently in print or cursive using appropriate spacing and margins. b. Use correct capitalization. c. Use commas and quotation marks in dialogue and quotations from a text. d. Use a comma before a coordinating conjunction in a compound sentence. e. Spell grade-appropriate words correctly, consulting references as needed.

4.L.3	<p>Use knowledge of language and its conventions when writing and speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Recognize that different situations call for formal or informal English.</p>
4.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context to determine the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
4.L.5	<p>Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
4.L.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
Writing Standards	
4.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using grade level appropriate words and phrases.</p> <p>d. Provide a conclusion related to the opinion presented.</p>
4.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within paragraphs and sections of information using grade level appropriate words and phrases.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p>
4.W.3	<p>Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and/or setting; introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).</p>

4.W.4	Produce clear and coherent writing with suitable tone/voice in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
4.W.5	Develop and strengthen writing as needed by planning, drafting, revising, and editing with guidance and support from peers, adults, and digital tools. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
4.W.6	Use technology to enhance writing with some guidance and support. a. Produce and publish writing. b. Interact and collaborate with others. c. Demonstrate sufficient keyboarding skills to produce a minimum of one page in a single sitting.
4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.W.8	Gather and recall relevant information from experiences and print and digital sources. a. Take notes and categorize information. b. Provide a list of sources.
4.W.9	Cite evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standard(s) for Reading Literature or Reading Informational Text as appropriate.
4.W.10	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Speaking and Listening Standards

4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon norms for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. e. Cooperate and problem solve as appropriate for productive group discussions.
4.SL.2	Paraphrase portions of content presented in diverse media and formats, such as visual, quantitative, and oral formats.
4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.
4.SL.4	Present on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4.SL.5	Add multimedia components and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.6	Recognize that different situations call for formal or informal English and use formal English when appropriate to task and situation.

5th Grade

Reading Literature Standards

5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.2	Determine a theme of a literary text and explain how it is supported by details in the text; summarize the text using supporting details.
5.RL.3	Compare and contrast two or more characters, settings, or events in a literary text, drawing on specific details in the text.
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language (e.g., personification, hyperbole) and connotative meanings.
5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to develop the plot and provide the overall structure of a particular literary text (e.g. plot diagram).
5.RL.6	Describe how a narrator's, speaker's, or reader's perspective (e.g. point of view, author's purpose) influences how events are described using evidence from the text.
5.RL.7	Evaluate how visual and multimedia elements (e.g., graphic novel, multimedia presentation, or musical performance) enhance the meaning, tone, or mood of a text.
5.RL.8	Not applicable to literature
5.RL.9	Compare and contrast the authors' approach to similar themes and topics within the same genre.
5.RL.10	By the end of the year, read and comprehend a variety of literary texts. a. Read and comprehend grade-appropriate texts with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). b. Self-select text for personal enjoyment, interest, and academic tasks.

Reading Informational Text Standards

5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text using supporting details.
5.RI.3	Explain the relationships and interactions between individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text using text evidence.
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5.RI.5	Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (main idea and details, sequence, compare and contrast, cause/effect, and problem/solution).

5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5.RI.7	Interpret information from multiple print or digital sources (e.g. diagrams, charts, graphs, maps, tables) to develop an understanding of the text.
5.RI.8	Identify and explain how an author uses reasons and evidence to support particular points in a text.
5.RI.9	Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.
5.RI.10	By the end of the year, read and comprehend a variety of informational text. a. Read and comprehend grade-appropriate text with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). b. Self-select text for personal enjoyment, interest, and academic tasks.

Reading Foundational Skills Standards

5.RF.1	There is not a grade 5 standard for this concept. Please see preceding grades for more information.
5.RF.2	There is not a grade 5 standard for this concept. Please see preceding grades for more information.
5.RF.3	Demonstrate mastery of grade-level phonics and word analysis skills in decoding and encoding words. a. Identify and use common prefixes, suffixes, and root words to decode and encode words. b. Recognize and use common Greek and Latin roots to determine word meanings and decode unfamiliar words. c. Understand and apply knowledge of morphological patterns, including inflectional endings, derivational suffixes, and compound words, to decode and spell words. d. Apply knowledge of syllable division rules and phonics patterns to decode and encode multisyllabic words accurately. e. Apply spelling patterns and rules to spell words accurately.
5.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-appropriate text with purpose and understanding. b. Read grade-appropriate texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression). c. Self-monitor reading for correct word recognition and understanding, rereading as necessary.

Language Standards

5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and use in sentences. b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). f. Correctly use frequently confused words (e.g., lose, loose).
5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use commas to separate phrases and clauses in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence

	(e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for intended meaning, comprehension, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5.L.5	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of personification, hyperbole, common idioms, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homonyms) to better understand each of the words.
5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Writing Standards

5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using grade level appropriate words, phrases, and clauses. d. Provide a conclusion related to the opinion presented.
5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features and multimedia when useful to support comprehension for the reader. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a conclusion related to the information or explanation presented.
5.W.3	Write narratives (story, poetry, or drama) to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences. a. Establish a situation and/or setting and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

	<p>d. Use concrete words and phrases and figurative and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows the narrated experiences or events (when appropriate to the genre).</p>
5.W.4	Produce clear and coherent writing with suitable tone/voice in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.W.5	Develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting with guidance and support from peers, adults, and digital tools. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
5.W.6	<p>Use technology to enhance writing with guidance as needed.</p> <p>a. Produce and publish writing.</p> <p>b. Interact and collaborate with others.</p> <p>c. Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.</p>
5.W.7	Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.
5.W.8	<p>Gather and recall relevant information from experiences and multiple print and digital sources.</p> <p>a. Summarize or paraphrase information in notes and finished work.</p> <p>b. Provide a list of sources.</p>
5.W.9	Cite evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational text as appropriate.
5.W.10	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Speaking and Listening Standards

5.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>e. Cooperate and problem solve as appropriate for productive group discussions.</p>
5.SL.2	Summarize content presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5.SL.4	<p>Present on a topic, text, or opinion.</p> <p>a. Sequence ideas logically.</p>

	b. Use appropriate facts and relevant descriptive details to support main ideas or themes. c. Speak clearly at an understandable pace.
5.SL.5	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.SL.6	Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate.

6th Grade

Reading Literature Standards

6.RL.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
6.RL.2	Determine a theme or central idea(s) of a text. a. Analyze its development over the course of the text. b. Provide an objective summary of the text. c. Identify key textual details to support the analysis.
6.RL.3	Explain how the plot of a story or drama progresses through its series of events and analyze how characters respond or change as the story moves towards its resolution.
6.RL.4	Interpret words and phrases as they are used as intended by the author of a text. a. Determine the meaning of words and phrases, including figurative and connotative language. b. Analyze the impact of a specific word choice on meaning and tone.
6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RL.6	Explain how an author develops the point of view of the narrator, speaker, and/or the audience.
6.RL.7	Analyze by comparing and contrasting the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
6.RL.8	Not applicable to literature
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and topics.
6.RL.10	By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 6. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand diverse perspectives and viewpoints.

Reading Informational Text Standards

6.RI.1	Cite relevant textual evidence to support analysis of what the text says explicitly and inferentially.
6.RI.2	Determine the central idea(s) of a text. a. Analyze its development over the course of the text. b. Identify key textual details to support the analysis. c. Provide an objective summary of the text.
6.RI.3	Analyze how key individuals, events, or ideas are introduced, illustrated, and elaborated on in a text.
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

5.RI.5	Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (main idea and details, sequence, compare and contrast, cause/effect, and problem/solution).
6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
6.RI.7	Integrate information presented in different media or visual formats and in words, developing a coherent understanding of a topic or issue.
6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.RI.9	Compare and contrast two authors' presentations of events on the same topic.
6.RI.10	By the end of the year, independently read and comprehend informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 6. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand diverse perspectives and viewpoints.
Language Standards	
6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves, etc.). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly, recognizing that some words have commonly accepted variations (e.g. glamour/glamor); consult references as needed.
6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., audience, auditory, audible, etc.). c. Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.
6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	<p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each word.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>
6.L.6	<p>Acquire and use grade-appropriate general academic and domain-specific words and phrases.</p> <p>a. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>b. Apply knowledge of vocabulary to reading, writing, speaking, and listening.</p>
Writing Standards	
6.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use varied syntax, words, phrases, and clauses, to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>
6.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
6.W.3	<p>Write narratives and other creative texts (e.g. poetry, graphic stories, digital compositions, memoirs) to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, description, and poetic devices to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).</p>
6.W.4	<p>Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
6.W.5	<p>Develop and strengthen writing as needed.</p>

	<p>a. Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach.</p> <p>b. Use guidance and support from peers, adults, and digital tools. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).</p>
6.W.6	<p>Use technology, including digital tools/platforms, to produce and publish writing.</p> <p>a. Link to and cite sources.</p> <p>b. Interact and collaborate with others.</p> <p>c. Demonstrate sufficient command of keyboarding skills to produce writing with a minimum of two-three pages in a single sitting.</p>
6.W.7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
6.W.8	<p>Gather relevant information from multiple print and digital sources.</p> <p>a. Assess the credibility of each source.</p> <p>b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
6.W.9	<p>Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational texts.</p>
6.W.10	<p>Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>

Speaking and Listening Standards

6.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to respond, probe, and reflect on ideas under discussion.</p> <p>b. Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</p>
6.SL.2	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
6.SL.3	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
6.SL.4	<p>Present claims and findings appropriate to the purpose and audience.</p> <p>a. Use pertinent descriptions, facts, and details to accentuate main ideas or themes.</p> <p>b. Use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation.</p>
6.SL.5	<p>Include relevant multimedia components and visual displays in presentations to clarify information.</p>

6.SL.6

Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

DRAFT

7th Grade

Reading Literature Standards

7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.2	Determine a theme or central idea(s) of a text. a. Analyze its development over the course of the text. b. Identify key textual details to support the analysis.
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.RL.4	Interpret words and phrases as intended by the author of a text. a. Determine the meaning of words and phrases including how figurative and connotative meanings affect tone and mood. b. Analyze the impact of sound devices and allusions on a specific part of a poem, story, or drama.
7.RL.5	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
7.RL.6	Analyze how an author develops and contrasts the different points of view of characters or narrators in texts through dialogue, action, and description.
7.RL.7	Analyze the effects of techniques in diverse media and formats (e.g., lighting, sound, color, or camera focus and angles in a film), comparing and contrasting a written story, drama, or poem to its audio, filmed, staged, or multimedia version.
7.RL.8	Not applicable to literature
7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to understand how authors of fiction use or alter history.
7.RL.10	By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 7. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand diverse perspectives and viewpoints.

Reading Informational Text Standards

7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly and inferentially.
7.RI.2	Determine two or more central ideas in a text. a. Analyze their development over the course of the text. b. Provide an objective summary of the text.
7.RI.3	Analyze the interactions among individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative,

	connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
7.RI.5	Analyze the structure an author uses to organize a text, including how the specific sentences and paragraphs, as well as larger components (e.g. section, chapter, or scene), contribute to the whole and to the development of the ideas.
7.RI.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her viewpoint from that of others.
7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.
7.RI.8	Trace and evaluate the argument and specific claims in a text. a. Assess whether the reasoning is sound. b. Assess whether the evidence is relevant and sufficient to support the claims.
7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
7.RI.10	By the end of the year, read and comprehend literary nonfiction and informational text representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 7. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand diverse perspectives and viewpoints.

Language Standards

7.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence. d. Recognize and correct misplaced and dangling modifiers.
7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie). b. Use commas and semicolons appropriately in compound and complex sentence structure. c. Spell correctly; recognizing that some words have commonly accepted variations; consult references as needed.
7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. b. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. c. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a

	<p>word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase.</p>
7.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech, including allusions (e.g., literary, biblical, mythological).</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each word.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>
7.L.6	<p>Acquire and use grade-appropriate general academic and domain-specific words and phrases.</p> <p>a. Research words and gather vocabulary knowledge.</p> <p>b. Apply knowledge of vocabulary to reading, writing, speaking, and listening.</p>
Writing Standards	
7.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
7.W.3	<p>Write narratives and other creative texts (e.g. poetry, graphic stories, digital composition, memoirs) to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and poetic devices to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to</p>

	capture the action and convey experiences and events. e. Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).
7.W.4	Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
7.W.5	Develop and strengthen writing as needed. a. Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach. b. Focus on how well purpose and audience have been addressed. c. Use guidance and support from peers, adults, and digital tools. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7).
7.W.6	Use technology, including digital tools/platforms, to format, produce, and publish writing. a. Link to and cite sources. b. Interact and collaborate with others. c. Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
7.W.8	Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. d. Follow a standard format for citation.
7.W.9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational text as needed.
7.W.10	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Speaking and Listening Standards

7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to respond, probe, and reflect on ideas under discussion. b. Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
--------	--

7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
7.SL.4	Present claims and findings appropriate to the purpose and audience. a. Include pertinent descriptions, facts, details, and examples. b. Use appropriate eye contact, adequate volume, and clear pronunciation. c. Emphasize salient points in a focused, coherent manner.
7.SL.5	Include relevant multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
7.SL.6	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

8th Grade

Reading Literature Standards

8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RL.2	Determine a theme or central idea(s) of a text. a. Analyze its development over the course of the text including its relationship to the characters, setting, and plot. b. Identify key textual details to support the analysis.
8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
8.RL.4	Interpret words and phrases as intended by the author of the text. a. Determine technical, figurative and connotative meanings of words and phrases. b. Analyze how specific word choices, shape meaning, mood, and tone.
8.RL.5	Analyze two or more texts by comparing and contrasting their different text structures, including how these contribute to their meanings and styles.
8.RL.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
8.RL.7	Analyze how a filmed or live production of a story, drama, or poem stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8.RL.8	Not applicable to literature
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.
8.RL.10	By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 8. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand diverse perspectives and viewpoints.

Reading Informational Text Standards

8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly and inferentially.
8.RI.2	Determine a central idea(s) of a text. a. Analyze its development over the course of the text, including its relationship to supporting ideas. b. Provide an objective summary of the text.
8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative,

	connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RI.5	Analyze the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.
8.RI.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8.RI.8	Delineate (break down) and evaluate the argument and specific claims in a text. a. Assess whether the reasoning is sound. b. Assess whether the evidence is relevant and sufficient. c. Recognize when irrelevant evidence is introduced.
8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
8.RI.10	By the end of the year, independently read and comprehend literary nonfiction and informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 8. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand diverse perspectives and viewpoints.

Language Standards

8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly, recognizing that some words have commonly accepted variations.
8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., precede, recede, and secede).

	<p>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase</p>
8.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns).</p> <p>b. Use the relationship between particular words to better understand each word.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
8.L.6	<p>Acquire and use grade-appropriate academic and domain-specific vocabulary; gather and apply knowledge of words and phrases to reading, writing, speaking, and listening.</p>

Writing Standards

8.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use varied syntax and transitional words, phrases, and clauses to create cohesion, clarify relationships among claim(s), counterclaims, reasons, and evidence, and enhance the clarity and effectiveness of the argument.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
8.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
8.W.3	<p>Write narratives and other creative texts (e.g., poetry, digital composition, graphic stories, memoirs) to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).</p>

8.W.4	Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
8.W.5	Develop and strengthen writing as needed. a. Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach. b. Focus on how well purpose and audience have been addressed. c. Use guidance and support from peers, adults, and digital tools .(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8).
8.W.6	Use technology, including digital tools/platforms, to format, produce, and publish writing. a. Link to and cite sources. b. Present relationships between ideas efficiently. c. Interact and collaborate with others. d. Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.
8.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.W.8	Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. d. Follow a standard format for citation.
8.W.9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational text as needed.
8.W.10	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Speaking and Listening Standards

8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to respond, probe, and reflect on ideas under discussion. b. Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
8.SL.2	Analyze the purpose of information presented in diverse media and formats and evaluate the motives

	(e.g., social, commercial, political) behind its presentation.
8.SL.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
8.SL.4	Present claims and findings appropriate to the purpose and audience. a. Include relevant evidence, sound valid reasoning, and well-chosen details. b. Use appropriate eye contact, adequate volume, and clear pronunciation. c. Emphasize salient points in a focused, coherent manner.
8.SL.5	Integrate relevant multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
8.SL.6	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

9th-10th Grade

Reading Literature Standards

9-10.RL.1	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly and inferentially.
9-10.RL.2	Determine a theme or central idea of a text. a. Analyze its development over the course of the text, including how it is introduced, built, and refined by specific details. b. Provide an objective summary of the text to support thematic analysis.
9-10.RL.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) and events develop over the course of a text, interact with others, and advance the plot or develop the theme.
9-10.RL.4	Analyze the impact of specific word choices and figurative language on meaning, mood, and tone (e.g., connotation, dialect, how the language evokes a sense of time and place; how it sets a formal or informal tone).
9-10.RL.5	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
9-10.RL.6	Assess how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States. Reflect on how personal experiences impact interpretations of a text.
9-10.RL.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
9-10.RL.8	Not applicable to literature
9-10.RL.9	Analyze a variety of related literary texts including how two or more texts from the same period treat similar themes or topics. Explain how an author draws upon or alludes to source material.
9-10.RL.10	By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 9 and 10. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.

Reading Informational Text Standards

9-10.RI.1	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly and inferentially.
9-10.RI.2	Determine a central idea of a text. a. Analyze its development over the course of the text, including how it is introduced, built, and refined by specific details. b. Provide an objective summary of the text to support analysis.
9-10.RI.3	Analyze a text to explain how specific individuals, ideas, or events interact and develop over the course of the text, including explicit and implicit connections.

9-10.RI.4	Distinguish among figurative, connotative, and technical meanings. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
9-10.RI.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular text structures (e.g. sentences, paragraphs, or larger portions of a text).
9-10.RI.6	Determine an author’s point of view or purpose in a text. a. Analyze how an author uses rhetoric to advance that point of view or purpose. b. Evaluate a text for bias and/or fallacies.
9-10.RI.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
9-10.RI.8	Delineate and evaluate the argument and specific claims in a text. a. Assess whether the reasoning is valid, and the evidence is relevant and sufficient. b. Identify false statements and fallacious reasoning.
9-10.RI.9	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. Compare the approaches of two or more authors.
9-10.RI.10	By the end of the year, independently read and comprehend literary nonfiction and informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 9 and 10. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand diverse perspectives and viewpoints.

Language Standards

9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings, include a variety of sentence structures (syntax), and increase fluency in writing or presentations.
9-10.L.2	Demonstrate command of standard English mechanics and conventions; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and to link complex lists. b. Use colons correctly. c. Use hyphens, dashes, and other punctuation correctly. d. Use standard English spelling and capitalization.
9-10.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
9-10.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or

	<p>function in a sentence) to determine the meaning of a word or phrase.</p> <p>b. Use morphology to indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
9-10.L.5	<p>Demonstrate understanding of semantics.</p> <p>a. Interpret figurative language (e.g., euphemism, oxymoron) in context and analyze its role in the text.</p> <p>b. Analyze word relationships (morphology, etymology, and linguistics) and their role in creating nuanced meaning.</p> <p>c. Analyze connotative meanings of words with similar denotations.</p>
9-10.L.6	<p>Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>a. Demonstrate independence in gathering a broad and precise vocabulary.</p> <p>b. Understand the importance of vocabulary knowledge in comprehension or expression.</p>
Writing Standards	
9-10.W.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying valid and sufficient evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use appropriate and varied transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and clear voice while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Craft a concluding statement or section that follows from and supports the argument presented.</p>
9-10.W.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish a clear voice.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
9-10.W.3	<p>Write narratives or other creative texts (e.g., poetry, digital composition, graphic stories, memoirs)</p>

	<p>to develop real or imagined experiences or events using effective technique and voice, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative or literary techniques or poetic devices, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use strong, effective word choice and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Establish a clear voice.</p> <p>f. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.</p>
9-10.W.4	Produce clear and coherent writing in which the development, organization, style, voice, and tone are appropriate to task, purpose, and audience. (Grade-band specific expectations for writing types are defined in standards 1–3 above.)
9-10.W.5	<p>Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience.</p> <p>Use guidance and support from peers, adults, and/or digital tools as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p>
9-10.W.6	Use technology to produce, revise, edit, and/or publish individual or shared writing products, and interact or collaborate with others, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
9-10.W.7	Conduct short as well as more sustained research; narrow or broaden the inquiry when appropriate; demonstrate understanding of the subject under investigation using multiple sources.
9-10.W.8	<p>Gather relevant information from multiple sources.</p> <p>a. Use advanced searches effectively.</p> <p>b. Assess the relevance, accuracy, and credibility of each source.</p> <p>c. Fluently integrate information (e.g. paraphrases, summaries, direct quotations, elaborations, and attributions).</p> <p>d. Avoid plagiarism and follow a standard format for citation.</p>
9-10.W.9	Draw relevant evidence from literary or informational texts to support analysis, reflection, narrative and creative texts, and research, applying one or more grade 9-10 standards for Reading Literature or Reading Informational Text as needed.
9-10.W.10	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
Speaking and Listening Standards	
9-10.SL.1	<p>Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw</p>

	<p>on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Collaborate with peers to set norms for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
9-10.SL.2	Evaluate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally). Evaluate the credibility and accuracy of each source. Integrate multiple sources of information when presenting.
9-10.SL.3	Evaluate a speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence.
9-10.SL.4	<p>Present content appropriate to the audience, task, and purpose while respecting intellectual property.</p> <p>a. Demonstrate organization, development, substance, and style.</p> <p>b. Demonstrate effective nonverbal communication (eye contact, facial expressions, gestures, presence, and proximity).</p> <p>c. Demonstrate effective verbal communication (volume, pace, tone, enunciation).</p>
9-10.SL.5	Integrate digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
9-10.SL.6	Adapt speech to a variety of contexts, purposes, audiences, and tasks. Use self-reflection and feedback from others. Demonstrate a command of standard English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

11th-12th Grade

Reading Literature Standards

11-12.RL.1	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly and inferentially, including determining where the text is open for interpretation.
11-12.RL.2	Determine two or more themes or central ideas of a text. a. Analyze and evaluate their development over the course of the text, including how they interact and build on one another within a complex account. b. Provide an objective summary of the text to support thematic analysis.
11-12.RL.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a text (e.g., context, setting, theme, plot events, structure, and character development).
11-12.RL.4	Interpret the impact of specific word choices and figurative language on meaning, mood, and tone, including words with multiple meanings (e.g., connotation, jargon, allusions, colloquialisms).
11-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
11-12.RL.6	Analyze how the author's background, point of view, and/or purpose shapes the content and style from diverse texts. Evaluate the author's choice of what is stated explicitly or implicitly. Reflect on how personal experiences impact interpretations of a text.
11-12.RL.7	Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text.
11-12.RL.8	Not applicable to literature
11-12.RL.9	Analyze a variety of foundational works of American or British/global literature, two or more texts from the same period. Evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.
11-12.RL.10	By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 11 and 12. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.

Reading Informational Text Standards

11-12.RI.1	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly and inferentially, including determining where the text is open for interpretation.
11-12.RI.2	Determine two or more central ideas or claims of a text. a. Analyze and evaluate their development over the course of the text, including how they interact and build on one another within a complex text. b. Provide an objective summary of the text to support analysis.
11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or

	events interact and develop over the course of the text.
11-12.RI.4	Interpret figurative, connotative, and technical meanings. Analyze how an author uses and refines key term(s) as they shape meaning or tone.
11-12.RI.5	Analyze and evaluate the effectiveness of text structure in an exposition or argument, including whether the structure makes points clear, convincing, and engaging.
11-12.RI.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to its overall rhetorical effectiveness. Evaluate a text for bias, misinformation, propaganda, counter arguments, and/or fallacies.
11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. and British/global texts, including the validity, relevancy, and sufficiency of founding principles, legal reasoning, and arguments.
11-12.RI.9	Analyze foundational U.S. and British/global documents of historical and literary significance. Evaluate the approaches of two or more authors for their central ideas, purposes, and rhetorical features.
11-12.RI.10	By the end of the year, independently read and comprehend literary nonfiction and informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 11 and 12. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand diverse perspectives and viewpoints.
Language Standards	
11-12.L.1	Demonstrate command of standard English grammar and usage when writing or speaking. Consult references as needed. a. Apply the understanding that usage is a matter of convention, can change over time and within different contexts, and is sometimes contested. b. Resolve issues of complex or contested grammar and usage. c. Understand the purpose or value of nonstandard English grammar and usage (e.g., artistic or stylistic choices, dialects, colloquialisms).
11-12.L.2	Demonstrate command of standard English mechanics and conventions. Consult references as needed. a. Apply the understanding that mechanics are a matter of convention, can change over time and within different contexts, and are sometimes contested. b. Resolve issues of complex or contested mechanics and conventions. c. Understand the purpose or value of nonstandard English mechanics and conventions (e.g., artistic or stylistic choices in capitalization, punctuation, and spelling).
11-12.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or

	<p>function in a sentence) to determine the meaning of a word or phrase.</p> <p>b. Analyze morphology to explore different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials to find the pronunciation of a word, explore its meaning, its part of speech, its etymology, or its standard usage.</p>
11-12.L.5	<p>Demonstrate understanding of semantics.</p> <p>a. Analyze figurative language in context and its role in the text.</p> <p>b. Analyze word relationships (morphology, etymology, linguistics) and their role in creating nuanced meaning.</p> <p>c. Analyze connotative meanings of words with similar denotations.</p>
11-12.L.6	<p>Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>a. Demonstrate independence in gathering a broad, deep, and precise vocabulary.</p> <p>b. Understand the importance of vocabulary knowledge in comprehension or expression.</p>
Writing Standards	
11-12.W.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use appropriate and varied transitions and syntax to fluently link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and clear, engaging voice while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Craft an effective conclusion.</p>
11-12.W.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</p> <p>b. Elaborate on the topic thoroughly by selecting the most relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied syntax to fluently link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish a clear, engaging voice.</p> <p>f. Craft an effective conclusion.</p>
11-12.W.3	<p>Write narratives or other creative texts (e.g., poetry, digital composition, graphic stories, memoirs) to develop real or imagined experiences or events using effective technique and established voice, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its</p>

	<p>significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an intentional progression of experiences or events.</p> <p>b. Use a variety of literary or narrative techniques or poetic devices.</p> <p>c. Use a variety of techniques to sequence events to create a coherent whole and build toward a particular tone and outcome.</p> <p>d. Use strong, effective word choice and figurative language.</p> <p>e. Establish a clear, engaging voice.</p> <p>f. Craft an effective conclusion, when appropriate to the genre.</p>
11-12.W.4	Produce clear and coherent writing in which the development, organization, style, voice, and tone are appropriate to task, purpose, and audience. (Grade band specific expectations for writing types are defined in standards 1–3 above.)
11-12.W.5	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use feedback from peers, adults, and/or digital tools, as appropriate. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
11-12.W.6	Use technology to produce and publish writing and to interact and collaborate with others.
11-12.W.7	Conduct short as well as more sustained, focused research. Use appropriate methodology to demonstrate a thorough understanding of the subject under investigation.
11-12.W.8	<p>Gather relevant information from multiple credible sources.</p> <p>a. Use advanced searches effectively.</p> <p>b. Assess the strengths and limitations of each source (e.g., relevance, accuracy, and credibility) in terms of the task, purpose, and audience.</p> <p>c. Fluently integrate information (e.g., paraphrases, summaries, direct quotations, elaborations, and attributions).</p> <p>d. Avoid plagiarism and overreliance on one source. Follow a standard format for citation.</p>
11-12.W.9	Draw relevant evidence from literary or informational texts to support analysis, reflection, narrative and creative texts, and research, applying one or more grade 11-12 standards for Reading Literature or Reading Informational Text as needed.
11-12.W.10	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Speaking and Listening Standards

11-12.SL.1	<p>Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
------------	---

	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
11-12.SL.2	Integrate multiple sources of information when presenting. Evaluate information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
11-12.SL.3	Evaluate a speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
11-12.SL.4	Present content appropriate to the audience, task, and purpose while respecting intellectual property. a. Demonstrate organization, development, substance, and style. b. Demonstrate effective nonverbal communication (eye contact, facial expressions, gestures, presence, and proximity). c. Demonstrate effective verbal communication (volume, pace, tone, enunciation).
11-12.SL.5	Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
11-12.SL.6	Adapt speech and communication to a variety of contexts, audiences, tasks. Use self-reflection and feedback from others. Demonstrate a command of standard English conventions when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

6th-8th Grade Literacy in History/Social Studies

6-8.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.
6-8.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6-8.RH.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, etc.)
6-8.RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8.RH.5	Describe the structure of a text (e.g., sequence, comparison/contrast, cause/effect, etc.).
6-8.RH.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts, etc.).
6-8.RH.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps etc.) with other information in print and digital texts.
6-8.RH.8	Distinguish among fact, opinion, bias, and reasoned judgment in a text.
6-8.RH.9	Analyze the relationship between a primary and secondary source on the same topic.
6-8.RH.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently, and proficiently.

6-8th Grade Literacy in Science and Technical Subjects

6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.
6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
6-8.RST.3	Read and precisely follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
6-8.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
6-8.RST.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6-8.RST.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

6-8.RST.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table etc.).
6-8.RST.8	Distinguish among facts, reasoned judgment based on research findings, bias, and speculation in a text.
6-8.RST.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
6-8.RST.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

6-8th Grade Writing in History/Social Studies, Science and Technical Subjects

6-8.WHST.1	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words transitional, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
6-8.WHST.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p>

	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
6-8.WHST.3	Not applicable as a separate requirement. Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
6-8.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6-8.WHST.5	Develop and strengthen writing as needed. a. Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach. b. Use guidance and support from peers, adults, and digital editing tools/platforms.
6-8.WHST.6	Use technology, including digital tools/platforms, to format, produce and publish writing a. Link to and cite sources. b. Interact and collaborate with others. c. Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.
6-8.WHST.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
6-8.WHST.8	Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.WHST.9	Draw relevant evidence from informational texts and/or literary fiction or nonfiction texts to support written analysis, reflection, and research.

9-10th Grade Literacy in History/Social Studies

9-10.RH.1	Accurately cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
9-10.RH.2	Determine the central ideas of primary or secondary sources. a. Analyze how ideas develop over the course of the text. b. Provide an accurate summary.
9-10.RH.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
9-10.RH.4	Determine the meaning of words and phrases as they are used in a text, including domain-specific and content-specific vocabulary describing political, social, or economic aspects of history/social studies.
9-10.RH.5	Analyze how a text is structured (e.g. section, chapters, paragraphs) to emphasize key points or advance an explanation or analysis.
9-10.RH.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Evaluate the texts for bias.
9-10.RH.7	Integrate and evaluate quantitative or technical analysis (e.g., charts, graphs, and research data) with qualitative analysis in print or digital text.
9-10.RH.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient.
9-10.RH.9	Compare and contrast treatments of the same topic in several primary and secondary sources to build knowledge.
9-10.RH.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

9-10th Grade Literacy in Science and Technical Subjects

9-10.RST.1	Accurately cite specific textual evidence to support analysis of science and technical texts, attending to accurate and relevant details of explanations or descriptions.
9-10.RST.2	Determine the central ideas of a text. a. Analyze the text’s development of a complex process, phenomenon, or concept. b. Provide an accurate summary of the text.
9-10.RST.3	Analyze a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

9-10.RST.4	Determine the meaning of symbols, equations, graphical and tabular representations, domain-specific and content-specific words and phrases including relationships among key terms (e.g., force, friction, reaction force, energy) as they are used in a specific scientific or technical context relevant to grades 9–10 grade level texts and topics.
9-10.RST.5	Analyze how a text is structured (e.g. section, paragraphs, graphs, diagrams) to emphasize key points or advance an explanation or analysis.
9-10.RST.6	Analyze how the author’s purpose or point of view shapes the style and content when providing an explanation, describing a procedure, or discussing an experiment in a text.
9-10.RST.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
9-10.RST.8	Delineate (break down) and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient.
9-10.RST.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
9-10.RST.10	By the end of grade 10 read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

9-10th Grade Writing in History/Social Studies, Science and Technical Subjects

9-10.WHST.1	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying valid and sufficient data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a disciplined- appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use appropriate and varied transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the</p>
-------------	---

	<p>norms and conventions of the discipline in which they are writing.</p> <p>e Craft a concluding statement or section that follows from or supports the argument presented.</p>
9-10.WHST.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish a clear voice.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
9-10.WHST.3	<p>Not applicable as a separate requirement.</p> <p>Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
9-10.WHST.4	<p>Produce clear and coherent writing in which the development, organization, style, voice, and tone are appropriate to task, purpose, and audience.</p>
9-10.WHST.5	<p>Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers, adults, and/or digital tools as needed.</p>
9-10.WHST.6	<p>Use technology to produce, revise, edit, and/or publish individual or shared writing products, and interact or collaborate with others, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>

9-10.WHST.7	Conduct short as well as more sustained research; narrow or broaden the inquiry when appropriate; demonstrate understanding of the subject under investigation using multiple sources.
9-10.WHST.8	Gather relevant information from multiple sources; use advanced searches effectively; assess the relevance, accuracy, and credibility of each source; and fluently integrate information. (e.g. paraphrases, summaries, direct quotations, elaborations, and attributions). Avoid plagiarism and follow a standard format for citation.
9-10.WHST.9	Draw relevant evidence from literary or informational texts to support analysis, reflection, narrative and creative texts, and research, applying one or more grade 9-10 standards for Reading Literature or Reading Informational Text as needed.
9-10.WHST.10	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

11-12th Grade Literacy in History/Social Studies

11-12.RH.1	Accurately cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
11-12.RH.2	Determine the central ideas or information of primary or secondary sources. a. Evaluate how ideas develop over the course of a text. b. Summarize the key supporting details and ideas.
11-12.RH.3	Evaluate various explanations for events, ideas, or individual actions. Determine what text(s) state expressly and inferentially, acknowledging where the text is open for interpretation.
11-12.RH.4	Interpret the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines key terms over the course of a text.
11-12.RH.5	Analyze in detail how a complex primary or secondary source is structured to advance an explanation or analysis.
11-12.RH.6	Evaluate differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Evaluate a text for bias, misinformation, or propaganda.
11-12.RH.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and verbally) in order to address a question or solve a problem.
11-12.RH.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging

	them with other information.
11-12.RH.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
11-12.RH.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

11-12th Grade Literacy in Science and Technical Subjects

11-12.RST.1	Accurately cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
11-12.RST.2	Determine the central ideas of a text. a. Analyze and evaluate the text’s development of a complex process, phenomenon, or concept. b. Provide an accurate and objective summary of the text.
11-12.RST.3	Analyze a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
11-12.RST.4	Determine the meaning of symbols, equations, graphical and tabular representations, domain-specific and content-specific words and phrases including relationships among key terms (e.g., force, friction, reaction force, energy) as they are used in a specific scientific or technical context relevant to grades 11-12 grade level texts and topics.
11-12.RST.5	Analyze how a text is structured (e.g. section, paragraphs, graphs, diagrams) to emphasize key points or advance an explanation or analysis.
11-12.RST.6	Analyze how the author’s purpose or point of view shapes the style and content when providing an explanation, describing a procedure, or discussing an experiment in a text.
11-12.RST.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
11-12.RST.8	Evaluate the hypotheses, data, analyses, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
11-12.RST.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving

	conflicting information when possible.
11-12.RST.10	By the end of grade 12 read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

11-12th Writing in History/Social Studies, Science and Technical Subjects

11-12.WHST.1	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying valid and sufficient data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a disciplined- appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use appropriate and varied transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Craft a concluding statement or section that follows from or supports the argument presented.</p>
11-12.WHST.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish a clear voice.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

11-12.WHST.3	<p>Not applicable as a separate requirement.</p> <p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
11-12.WHST.4	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
11-12.WHST.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
11-12.WHST.6	Use technology to produce, revise, edit, and/or publish individual or shared writing products, and interact or collaborate with others, in response to ongoing feedback, including new arguments or information.
11-12.WHST.7	Conduct short as well as more sustained research; narrow or broaden the inquiry when appropriate; demonstrate understanding of the subject under investigation using multiple sources.
11-12.WHST.8	Gather relevant information from multiple sources; use advanced searches effectively; assess the relevance, accuracy, and credibility of each source; and fluently integrate information (e.g. paraphrases, summaries, direct quotations, elaborations, and attributions). Avoid plagiarism and follow a standard format for citation.
11-12.WHST.9	Draw relevant evidence from informational and/or literary fiction or non-fiction texts to support written analysis, reflection, and research.
11-12.WHST.10	Write routinely and independently over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.