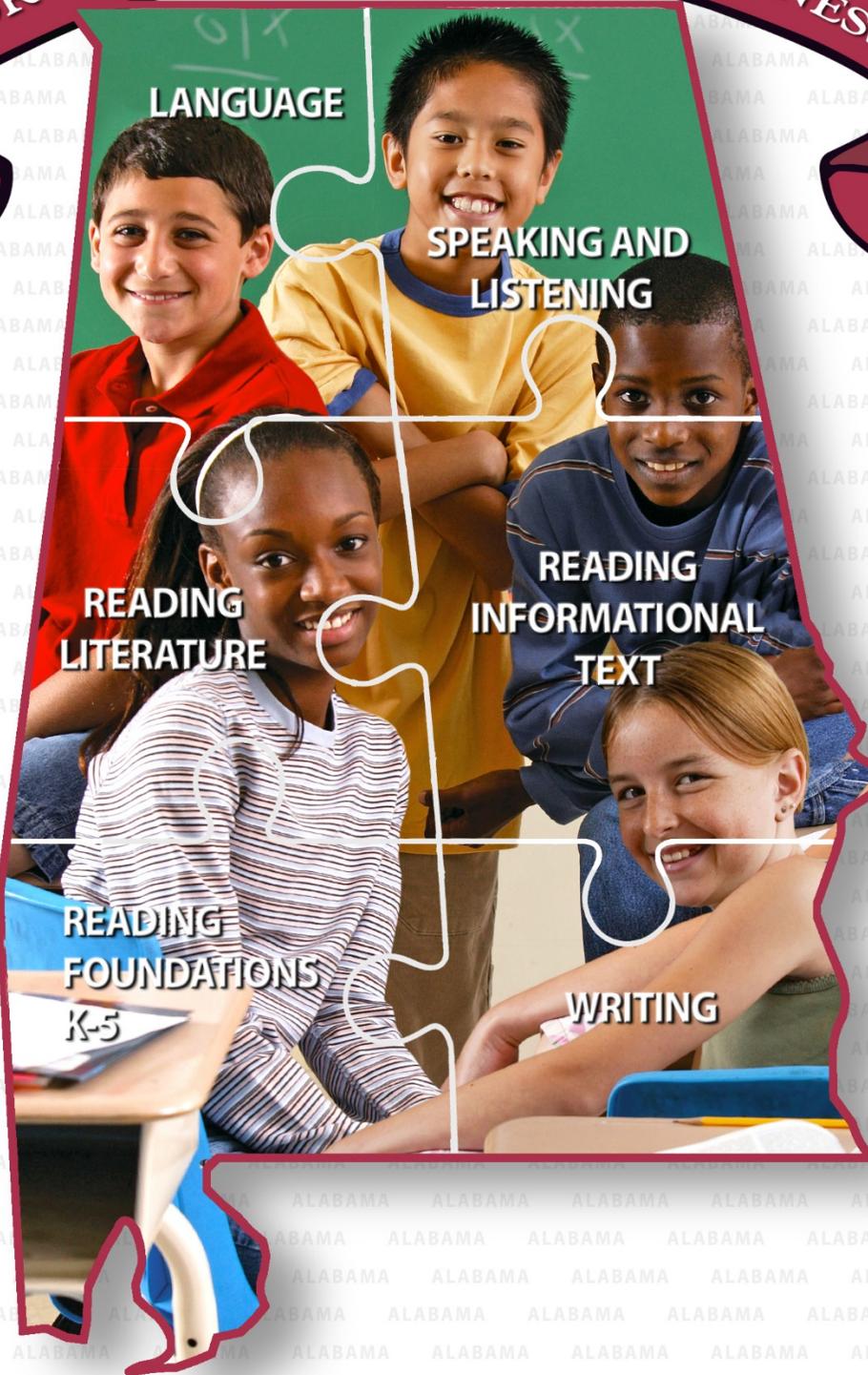


2016 REVISED ALABAMA COURSE OF STUDY

ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE LITERACY FOR COLLEGE AND CAREER READINESS



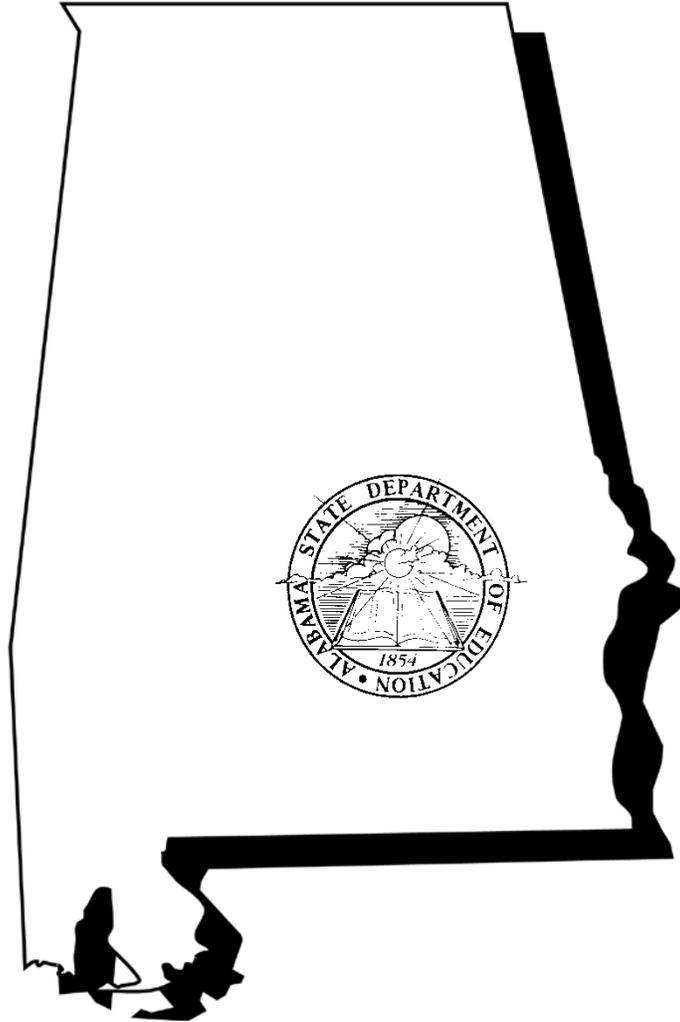


For information regarding the
Alabama Course of Study: English Language Arts
and other curriculum materials,
contact the Standards/Courses of Study and Textbooks Section,
Alabama State Department of Education,
3345 Gordon Persons Building,
50 North Ripley Street, Montgomery, Alabama 36104;
or by mail to P.O. Box 302101, Montgomery, Alabama 36130-2101;
or by telephone at (334) 242-8059.

Thomas R. Bice, State Superintendent of Education
Alabama State Department of Education

The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in its programs, activities, or employment and provide equal access to the Boy Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, P.O. Box 302101, Montgomery, AL 36130-2101, telephone (334) 242-8165

Alabama Course of Study English Language Arts



Thomas R. Bice
State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION

**STATE SUPERINTENDENT
OF EDUCATION'S MESSAGE**

**MEMBERS
of the
ALABAMA STATE BOARD
OF EDUCATION**

Dear Educator:

The 2016 *Alabama Course of Study: English Language Arts* presents a sound curriculum designed to prepare students for the English language arts demands in both college studies and career opportunities. Local school system teachers and administrators will find this document to contain a challenging set of content standards for students at each grade level. I encourage each system to use this document to develop local curriculum guides that determine how students will achieve these standards and perhaps go beyond them.

Student success depends on local system leadership, school leadership, and effective classroom instruction. Important local decisions include **how** students will accomplish these standards, in **what sequence** teachers will address them, and **how much time** will be allotted for instruction of the standards. These decisions are as significant as the identification of **what** students need to know and be able to do.

These standards are based on a foundation provided by the 2010 *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* and those added from the 2007 *Alabama Course of Study: English Language Arts* by the Alabama English Language Arts State Standards Task Force. Content knowledge and skill requirements included in this document are designed not only to meet English language arts classroom expectations but also to enhance student performance in other content areas. Literacy standards in the reading and writing strands of this document must be incorporated into literacy acquisition and development in other areas of instruction—especially in history/social studies, science, and technical subjects.

Thomas R. Bice
State Superintendent of Education

Governor Robert J. Bentley
President of the State Board of Education

District

- | | |
|------|--------------------------------------------------------|
| I | Tracy Roberts |
| II | Betty Peters |
| III | Stephanie W. Bell |
| IV | Dr. Yvette Richardson |
| V | Ella B. Bell
<i>President Pro Tem</i> |
| VI | Dr. Charles E. Elliott
<i>Vice President</i> |
| VII | Jeffery Newman |
| VIII | Mary Scott Hunter |

State Superintendent
Thomas R. Bice
Secretary and Executive Officer

Alabama Course of Study: English Language Arts

Table of Contents

PREFACE	iv
ACKNOWLEDGMENTS	v
GENERAL INTRODUCTION	1
CONCEPTUAL FRAMEWORK	4
POSITION STATEMENTS	5
HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS: NOTES ON RANGE AND CONTENT	8
COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING, AND LANGUAGE	9
DIRECTIONS FOR INTERPRETING THE MINIMUM REQUIRED CONTENT	13
MINIMUM REQUIRED CONTENT	
Grades K – 2 Overview	14
Kindergarten	15
Grade 1	20
Grade 2	25
Grades 3 – 5 Overview	31
Grade 3	32
Grade 4	38
Grade 5	44
Grades 6 – 8 Overview	50
Grade 6	51
Grade 7	57
Grade 8	63
Grades 9 – 12 Overview	69
Grade 9	70
Grade 10	78
Grade 11	86
Grade 12	94
APPENDIX A. Research Supporting Key Elements of the Standards	102
Glossary of Key Terms	103
APPENDIX B. Samples of Student Writing	104
APPENDIX C. Literacy Standards for Grades 6-12: History/Social Studies, Science, and Technical Subjects	105
APPENDIX D. 2010 College- and Career-Ready Standards (CCRS): English Language Arts Skills and Understandings that Require Continued Action	112
APPENDIX E. Alabama High School Graduation Requirements	113
APPENDIX F. Guidelines and Suggestions for Local Time Requirements and Homework	114
BIBLIOGRAPHY	116

PREFACE

The 2016 *Alabama Course of Study: English Language Arts* provides the framework for the K-12 study of English language arts in Alabama's public schools. Content standards in this document are minimum and required (*Code of Alabama*, 1975, §16-35-4), fundamental and specific, but not exhaustive. These standards are based on the 2010 *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*,* a document representing the culmination of an extended effort led by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO). These standards have a great deal of commonality with previous standards but raise expectations of student learning in several respects, including requiring more attention to reading and comprehending informational text and requiring an increased complexity in literary texts studied. When developing local curriculum, school systems may include additional content standards to reflect local philosophies and add implementation guides, resources, and activities. The standards do not define the nature of advanced work for students who meet the standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available to provide the next logical step from the college- and career-readiness foundation established here.

The 2010 English Language Arts State Standards Task Force included the Common Core State Standards (CCSS) and additional content from the 2007 *Alabama Course of Study: English Language Arts* to create the Alabama College- and Career-Ready Standards for English Language Arts. Some standards from the CCSS were moved from one grade band to another in the high school grades to align with content being studied in Alabama history/social studies courses. Finally, the Task Force reached unanimous agreement that the standards contained herein provide a sound and challenging English language arts curriculum that will prepare Alabama's students for success in college and careers. This same Task Force, along with additional teachers, returned in 2013, 2015, and 2016 to review and update the document.

*Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

ACKNOWLEDGMENTS

This document was developed by the 2010 Alabama English Language Arts State Standards Task Force composed of 2007 English Language Arts State Course of Study Committee members and representatives appointed by the Alabama State Board of Education. These members were composed of early childhood, intermediate school, middle school, high school, and college educators and selected business and industry leaders. The Task Force developed the document during the summer of 2010 and submitted the document to the Alabama State Board of Education for adoption at the November 2010 meeting.

2010 Alabama English Language Arts State Standards Task Force

Barbara Hoetker Ash, Ph.D., Assistant Professor, Auburn University

Elisabeth Davis, School Improvement Specialist, Shelby County Board of Education

Lydia B. Davis, Teacher, Indian Valley Elementary School, Sylacauga City Board of Education

Debora B. Grimes, Teacher, Andalusia Elementary School, Andalusia City Board of Education

Andrè L. Harrison, Assistant Superintendent for Human Resources and Instruction, Elmore County Board of Education

Shanetta Holman, Teacher, Bruce K. Craig Elementary School, Dallas County Board of Education

Dana Jacobson, Teacher, Clay-Chalkville High School, Jefferson County Board of Education

Peggy J. Long, Elementary Collaborative Special Education Coordinator, Huntsville City Board of Education

Sandra Luster, Secondary Literacy Coach, Elmore County Board of Education

Michelle S. Miskelley, Teacher, Paine Primary School, Trussville City Board of Education

Maxine Pijoux, Ph.D., Assistant Superintendent, Birmingham City Board of Education

Debra D. Royston, Teacher, Handley Middle School, Roanoke City Board of Education

Janet Thomas Sullen, Teacher, Booker T. Washington High School, Macon County Board of Education

Annette M. Tate, Teacher, Benjamin Russell High School, Alexander City Board of Education

Sharon Underwood-Malone, Teacher, Emma Sansom Middle School, Gadsden City Board of Education

Romelle Vaughn, Teacher, Elsie Collier Elementary School, Mobile County Board of Education

State Department of Education personnel who managed the development process were:

Thomas R. Bice, Ed.D., Deputy State Superintendent of Education;

Feagin Johnson, Jr., Assistant State Superintendent of Education;

Cynthia C. Brown, Director, Standards/Courses of Study and Textbooks; and

Susan B. Davis, Ed.D., Administrator, State Courses of Study Committees, Standards/Courses of Study and Textbooks.

The State Department of Education program specialist who assisted the Task Force in developing the document was:

J. Steve McAliley, English Language Arts Specialist, Standards/Courses of Study and Textbooks.

The State Department of Education process specialists who assisted the Task Force in developing the document were:

Reeda Betts, Education Administrator, Alabama Reading Initiative;

Kanetra C. Germany, Education Specialist, Student Assessment;

Martha B. Lockett, Education Specialist, Standards/Courses of Study and Textbooks;

Nettie Carson-Mullins, Education Specialist, Standards/Courses of Study and Textbooks;

Phyllis W. Rase, Education Specialist, Standards/Courses of Study and Textbooks;

Judy Stone, Education Administrator, Alabama Reading Initiative; and

Carolyn E. Townsend, Education Specialist, Standards/Courses of Study and Textbooks.

Natasha D. Sims, Administrative Support Assistant, Standards/Courses of Study and Textbooks; and

Jacqueline L. Perdue, former Administrative Assistant, Standards/Courses of Study and Textbooks, assisted with the preparation of the document.

Charles V. Creel, Graphic Arts Specialist, Communication Section, assisted in the development of the graphic design.

Susan J. Blankenship, Education Specialist (retired), Alabama Department of Education, edited and proofread the document.

The 2010 *Alabama Course of Study: English Language Arts* was reviewed and updated in January 2013, October 2013, January 2015 and again in January 2016.

ALABAMA'S K-12 ENGLISH LANGUAGE ARTS CURRICULUM

GENERAL INTRODUCTION

The 2016 *Alabama Course of Study: English Language Arts* is based upon the culmination of an extensive, broad-based national effort to fulfill the charge issued by the states to create the next generation of Grades K-12 English language arts academic standards. These standards are intended to help ensure that all students are college and career ready in literacy no later than the end of high school.

Alabama standards are based on work led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) and build on the foundation laid by states in their decades-long work on crafting high-quality education standards. The standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the standards represent a synthesis of the best elements of standards-related work to date and an important advance over previous work.

As specified by the CCSSO and the NGA, the standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The standards are intended to be a living work: as new and better evidence emerges, the standards will be revised accordingly. The standards are an extension of a prior initiative led by the CCSSO and the NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K-12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for Grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content-area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the Grades 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. Alabama currently incorporates many of these standards into the standards for those subjects; however, future course of study committees may consider adopting them as content-area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print

and digital formats. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

ENGLISH LANGUAGE LITERACY FOR COLLEGE AND CAREER READINESS



ALABAMA'S K-12 ENGLISH LANGUAGE ARTS CURRICULUM CONCEPTUAL FRAMEWORK

The goal of the Alabama English language arts curriculum, represented on the banner at the top of the preceding page, is for all students to achieve English language literacy in order to be college and career ready. This is accomplished through a sequential, comprehensive curriculum that develops lifelong, critical thinkers who approach problem solving with confidence.

The academic content standards in this course of study are based on and include the standards in the 2010 *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* as well as supplemental content designed to strengthen the standards for Alabama's students. The standards are organized through the strands of Reading Foundations in Grades K-5, Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. Each of these strands is represented by a piece of the puzzle that forms the shape of the state of Alabama. Content standards in all strands must be mastered in order for Alabama's students to achieve the goal of English language literacy.

Although the standards are presented in separate strands, they are as interrelated as are the pieces of the puzzle. No strand stands alone; all strands are necessary and depend on each other and must be connected in classroom instruction in order for students to become college and career ready. Reading foundations are established during the first six years of school; all other strands are addressed in each grade, K-12, as concepts and skills increase in rigor across the grades. **Reading Foundations** includes the wide range of processes from early recognition that letters and combinations of letters represent sounds to the more complex knowledge of roots and affixes, use of context clues, and fluent reading with accuracy and expression. **Reading Literature** standards range from the ability in the early grades to retell stories with key details and describe characters and settings to the ability in senior high grades to support analysis of how a theme develops over the course of a text. Standards in the **Reading Informational Text** strand are of equal importance to those in the Reading Literature strand and are essential to developing skills students use throughout their years in school and careers. Many standards are identical to literature standards but must be applied to informational text in each grade. **Writing** standards are demanding even in the early grades and present clear and specific expectations for opinion pieces, informative or explanatory text, and narrative text. Shared research projects and use of digital tools are important elements in this strand throughout the grades. **Speaking and Listening** standards require students to collaborate for both comprehension and presentation. Preparation for discussions is emphasized across the grades, as is following agreed-upon rules. Students learn to adapt speech to a variety of contexts and tasks, which they apply in all subject areas and life endeavors. Standards included in the **Language** strand require early understanding and application of the conventions of Standard English, with specific increasing expectations listed at each grade level. Knowledge of language and its conventions is applied to writing, speaking, reading, and listening. Vocabulary development also receives continuing emphasis in the language strand.

The foundation of skills and knowledge in the K-12 English language arts curriculum should prepare all students to function as highly skilled communicators for personal and academic needs in elementary, middle, and high school as well as at the college and career level. With this important foundation, Alabama students can achieve the goal of English language literacy.

POSITION STATEMENTS

Appreciation of Literature and Enjoyment of Reading

It is important for teachers to provide students with a variety of authentic texts, allow students to self-select some of their reading materials, and increase efforts to inspire within students a genuine love of reading. In addition, efforts should be made to increase the quantity of reading to help students expand their reading abilities and bring them into regular contact with new words, sentence structures, and paragraph and story structures.

To help students cultivate a love for reading and an appreciation of literature, teachers should provide students with opportunities for sustained silent reading of student-selected, high-interest reading materials. Such opportunities allow students to naturally develop increased reading fluency and comprehension. However, self-selection of reading materials is not intended to replace direct instruction on assigned or more challenging reading selections. Direct instruction in reading strategies does not detract from reading enjoyment; rather it increases the pleasure that may be gained from reading literature. Substantial amounts of reading time in the classroom should be spent providing instruction in comprehension strategies such as identifying main idea, making inferences, identifying author purpose, distinguishing fact and opinion, summarizing, predicting, and questioning.

Fluency

Fluency is one of the five essential components of reading instruction. Fluency involves both the number of words read per minute and the ability to read with expression. Reading with expression includes combining words in phrases and clauses and pausing appropriately for commas and end punctuation. For most readers, fluent reading requires practice and instruction and cannot occur when students are reading text with many unfamiliar words. Teachers and other competent readers should model fluent reading with material at the student's independent reading level and then have the student read the same passage orally. To achieve reading fluency, several important strategies should be employed as part of reading instruction:

- Allow for repeated readings,
- Provide explanations of why certain words are grouped and connected,
- Provide explanations of why pauses are appropriate at certain places,
- Utilize high-interest poetry and story reading materials,
- Allow for reading of quantities of materials without paying special attention to quality, and
- Encourage use of decoding skills to aid in word recognition.

Differentiated Instruction and English Language Learners

Providing differentiated instruction is not only for English language learners (ELLs), nor for struggling readers or students with special needs, but for all students. Teachers are able to differentiate content, process, and product based upon the fact that learners differ in readiness, interests, and learning styles. Ongoing and diagnostic assessment is at the core of differentiated instruction. All students are able to learn—just not in the same way.

An increasing number of students in today's classrooms come from culturally and linguistically diverse backgrounds and have limited English proficiency. These students are not a homogeneous group of students learning English. Personal, cultural, and educational backgrounds differ significantly and, therefore, require instruction that meets their particular needs.

ELLs require instruction that makes content comprehensible, which accelerates acquisition of academic language proficiency. Appropriate instructional support should include access to literature in the student's heritage language for classroom and homework assignments, integration of multicultural literature and availability of bilingual books, meaningful hands-on activities that contextualize abstract concepts, and use of the heritage language in writing and speaking activities. Instructional strategies should be adjusted as language proficiency increases.

ELLs must simultaneously learn English as a new language and the content area of English language arts. The World-class Instructional Design and Assessment Consortium's *English Language Proficiency Standards* (WIDA ELP Standards) can assist English language arts teachers in Alabama in designing language development objectives that support and develop the English language and content knowledge and skills at the appropriate level of English proficiency. By reviewing the sample language objectives or model performance indicators (MPIs), language arts and reading teachers can determine reasonable learning expectations for ELLs.

Technology

Technology significantly enhances the curriculum and engages students actively in the learning process and therefore should be an integral part of the English language arts classroom. Furthermore, technology allows teachers the opportunity to extend learning experiences beyond the textbook to the realm of primary sources and alternate methods of instruction by appealing to various student learning styles. Teachers must incorporate progressive technological tools that interest and motivate students to use the English language for both construction of meaning and creative expression. Because access to ever-changing technology varies across the state, standards in this document are not dependent on a particular technology, but may be met through available local resources. Nonetheless, providing teachers with current technology is highly recommended if students are to have increased opportunities to develop literacy levels sufficient to meet the demands of the twenty-first century.

Technological equipment and resources available for teacher and student use include, but are not limited to, overhead projectors, televisions, tape recorders, video cassette recorders (VCRs), digital video disk (DVD) players, computers, software programs, videoconferencing, e-mail, sound mixers, video recording and editing equipment, and digital cameras. Technology enhances the effectiveness of instruction, but does not replace the teacher. Teachers model and emphasize ways for students to use and manage technological equipment and resources. From essay writing and research to reading and assessment, instruction that incorporates multiple ways for obtaining information and enhancing expression serves to prepare Alabama's students to achieve excellence in English language literacy.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Assessment

Assessment is an ongoing process that involves identifying student strengths and weaknesses for the purpose of designing an instructional program to meet individual needs. Teachers use the assessment process to modify the instructional program for remediation, enrichment, and effectiveness. Assessment for the English language arts classroom should be both informal and formal. Informal assessment may include teacher observations of students' notes, questions, or journal entries, whereas formal assessment may include essays or tests. Whenever possible, teachers should assess student learning using authentic or performance-based activities that actively engage students. Each strand of the language arts curriculum entails a process that can be assessed using authentic or performance-based assessments. In addition to assessing individual performance, group work should be assessed for skills vital to the real world such as problem solving and interpersonal communication.

Literacy

The English language arts curriculum for the twenty-first century includes the strands of reading foundations, literature, reading informational text, writing, speaking and listening, and language that prepare students for their roles as citizens in a diverse society. As in the past, reading, writing, and critical thinking continue to play central roles in the development of literate individuals. As the world changes, however, students must assume a more active role in their learning as they inquire and research using technology and information from a variety of sources to solve complex problems and to compete in a global society. Students are learning how to locate and use information responsibly as they become better readers, writers, and thinkers. The purpose of the English language arts curriculum is to develop English language literacy in all students, which includes the ability to read, write, and speak effectively; to think critically in a diverse society; and to problem solve independently in a complex world. Ultimately, literacy enables students to fully participate in a democratic society. The preparation students receive in the English language arts classroom helps students move into the future as truly literate individuals.

Appendix C of this document, "Standards for Literacy in History/Social Studies, Science, and Technical Subjects: Grades 6-12," makes clear that literacy is not a goal to be addressed in the English language arts class alone. Standards for teaching reading and writing skills in other content courses—especially in history/social studies, science, and technical subjects—clearly illustrate the role other content areas must play in literacy acquisition and development. Students should, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they should be able to construct effective arguments and convey intricate or multifaceted information. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance.

HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS: NOTES ON RANGE AND CONTENT

Teachers of other subjects may rely upon collaboration with teachers of English language arts to teach literacy standards. For convenience and as a resource for collaboration with other teachers, these standards are included in Appendix C.

Student Reading

Reading is critical to building knowledge in history or social studies as well as in science and technical subjects. College- and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Student Writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality, first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The College and Career Readiness (CCR) anchor standards below were developed prior to the development of grade-level standards. The Grades K-12 standards define what students should understand and be able to do by the end of each grade. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The 2010 *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* are noted in brackets following Grades K-12 standards. Alabama standards that have been added are noted by a state of Alabama symbol ().

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (See “Research to Build and Present Knowledge” for the CCR anchor standards for Writing on page 10 and “Comprehension and Collaboration” for the CCR anchor standards for Speaking and Listening on page 11 for additional standards relevant to gathering, assessing, and applying information from print and digital sources.)
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The College and Career Readiness (CCR) anchor standards below were developed prior to the development of grade-level standards. The Grades K-12 standards define what students should understand and be able to do by the end of each grade. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The 2010 *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* are noted in brackets following Grades K-12 standards. Alabama standards that have been added are noted by a state of Alabama symbol ().

Text Types and Purposes

(These broad types of writing include many subgenres. See Appendix A for further information regarding definitions of key writing types.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

The College and Career Readiness (CCR) anchor standards below were developed prior to the development of grade-level standards. The Grades K-12 standards define what students should understand and be able to do by the end of each grade. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The 2010 *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* are noted in brackets following Grades K-12 standards. Alabama standards that have been added are noted by a state of Alabama symbol ().

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

The College and Career Readiness (CCR) anchor standards below were developed prior to the development of grade-level standards. The Grades K-12 standards define what students should understand and be able to do by the end of each grade. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The 2010 *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* are noted in brackets following Grades K-12 standards. Alabama standards that have been added are noted by a state of Alabama symbol ().

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

DIRECTIONS FOR INTERPRETING THE MINIMUM REQUIRED CONTENT

Academic content standards in this document are divided into grade clusters K-2, 3-5, 6-8, and 9-12. Each cluster contains an introduction that provides an overview of student characteristics, effective instructional strategies, and content addressed within that cluster. Following the introduction are the grade-level content standards organized by strands.

Strands are groups of related content standards and, in each grade, include Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards, Speaking and Listening Standards, and Language Standards. The Grades K-5 section of the document also includes an additional strand, Reading Standards: Foundational Skills. In the illustration below, the strand is “Reading Standards for Literature.”

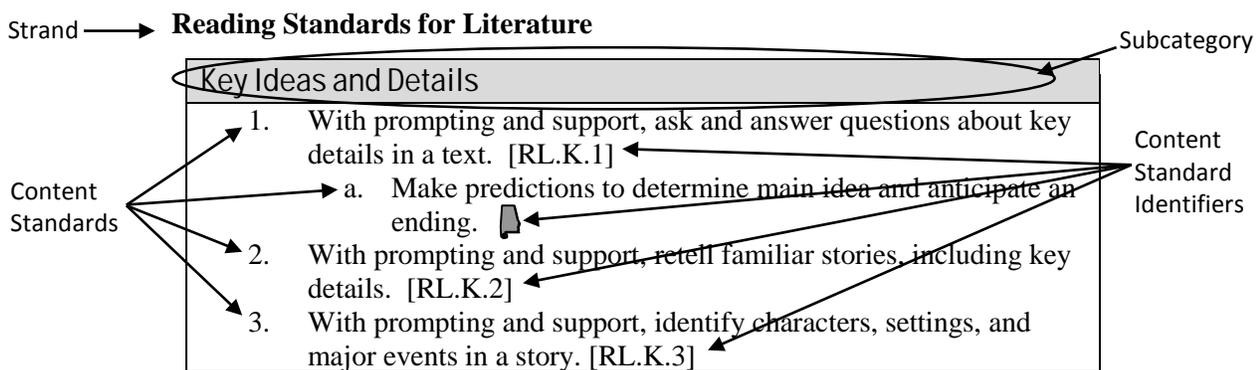
Subcategories denote the specific purpose of a group of standards within a strand. In the example below, the subcategory is “Key Ideas and Details.”

Content Standards are written below each strand and subcategory as shown in the illustration. Content standards define what students should know and be able to do at the conclusion of a grade. Content standards in this document contain minimum required content. The order in which standards are listed within a grade is not intended to convey a sequence for instruction or to dictate curriculum or teaching methods. Often two or more standards may be addressed together in one lesson or unit. Each content standard completes the phrase “*Students will.*”

Content Standard Identifiers are found in brackets following most standards. These identifiers indicate the CCSS strand, grade, and number. For example, in the illustration below, the strand is Reading Standards for Literature (RL), the grade is Kindergarten (K), and the CCSS numbers are one (1), two (2), and three (3). Required content added from the 2007 *Alabama Course of Study: English Language Arts* is noted at the end of a standard by a state of Alabama symbol (as shown beside 1.a. below).

KINDERGARTEN

Students will:



Grades K-2 Overview

Some Grades K-2 students have benefitted from rich experiences with literacy in their home environment, while others have had limited experiences with books and opportunities to express themselves. Regardless of background, children in their early years benefit from being immersed in authentic language activities that support individual risk-taking in their reading, writing, and speaking attempts. Ongoing assessment of students' needs and achievement is important to guide instructional strategies for the entire class as well as small-group and individual remediation. Frequent opportunities to ask and answer questions, read and write, recite poems, sing songs, and retell stories and information are essential in children's acquisition of knowledge and language skills.

Students in kindergarten through second grade are reading and responding to both literature of high quality and informational text. The foundations of reading are laid in print concepts, phonological awareness, phonics and word recognition, and fluency. Through extensive reading of stories, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.

Students also learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They are learning to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task. Even in these early years, they develop the capacity to build on knowledge of a subject through research projects. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate and relevant information and respond to what others have said.

Students must also gain control over many conventions of Standard English grammar, usage, and mechanics and use language to convey meaning effectively. They must be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use and expand their vocabulary in the course of studying content. The inclusion of language standards in a separate strand does not indicate that they are separate from reading, writing, speaking, and listening; indeed, they are inseparable from these contexts.

Kindergarten

Students will:

Reading Standards for Literature

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. [RL.K.1]
 - a. Make predictions to determine main idea and anticipate an ending. [RL.K.1]
2. With prompting and support, retell familiar stories, including key details. [RL.K.2]
3. With prompting and support, identify characters, settings, and major events in a story. [RL.K.3]

Craft and Structure

4. Ask and answer questions about unknown words in a text. [RL.K.4]
5. Recognize common types of texts (e.g., storybooks, poems). [RL.K.5]
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [RL.K.6]

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [RL.K.7]
8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [RL.K.9]

Range of Reading and Level of Text Complexity

9. Actively engage in group reading activities with purpose and understanding. [RL.K.10]

Reading Standards for Informational Text

Key Ideas and Details

10. With prompting and support, ask and answer questions about key details in a text. [RI.K.1]
11. With prompting and support, identify the main topic and retell key details of a text. [RI.K.2]
12. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.K.3]

Craft and Structure

13. With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4]
14. Identify the front cover, back cover, and title page of a book. [RI.K.5]
15. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [RI.K.6]

Integration of Knowledge and Ideas

16. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [RI.K.7]
17. With prompting and support, identify the reasons an author gives to support points in a text. [RI.K.8]
18. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [RI.K.9]

Range of Reading and Level of Text Complexity

19. Actively engage in group reading activities with purpose and understanding. [RI.K.10]

Reading Standards: Foundational Skills

Print Concepts

20. Demonstrate understanding of the organization and basic features of print. [RF.K.1]
 - a. Follow words from left to right, top to bottom, and page by page. [RF.K.1a]
 - b. Recognize that spoken words are represented in written language by specific sequences of letters. [RF.K.1b]
 - c. Understand that words are separated by spaces in print. [RF.K.1c]
 - d. Recognize and name all uppercase and lowercase letters of the alphabet. [RF.K.1d]

Phonological Awareness

21. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2]
 - a. Recognize and produce rhyming words. [RF.K.2a]
 - b. Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b]
 - c. Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c]
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.) [RF.K.2d]
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.2e]

Phonics and Word Recognition

22. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3]
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [RF.K.3a]
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b]
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). [RF.K.3c]
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF.K.3d]

Fluency

23. Read emergent-reader texts with purpose and understanding. [RF.K.4]

Writing Standards

Text Types and Purposes

24. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). [W.K.1]
25. Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. [W.K.2]
26. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [W.K.3]

Production and Distribution of Writing

27. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [W.K.5]
28. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.K.6]

Research to Build and Present Knowledge

29. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [W.K.7]

30. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.K.8]

Speaking and Listening Standards

Comprehension and Collaboration

31. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. [SL.K.1]
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1a]
 - Continue a conversation through multiple exchanges. [SL.K.1b]
32. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [SL.K.2]
33. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3]

Presentation of Knowledge and Ideas

34. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.K.4]
35. Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.K.5]
36. Speak audibly and express thoughts, feelings, and ideas clearly. [SL.K.6]

Language Standards

Conventions of Standard English

37. Begin to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.K.1]
- Print many uppercase and lowercase letters. [L.K.1a]
 - Use frequently occurring nouns and verbs. [L.K.1b]
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). [L.K.1c]
 - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). [L.K.1d]
 - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). [L.K.1e]
 - Produce and expand complete sentences in shared language activities. [L.K.1f]

38. Begin to develop command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.K.2]
 - a. Capitalize the first word in a sentence and the pronoun *I*. [L.K.2a]
 - b. Recognize and name end punctuation. [L.K.2b]
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). [L.K.2c]
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [L.K.2d]

Vocabulary Acquisition and Use

39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. [L.K.4]
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). [L.K.4a]
 - b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. [L.K.4b]
40. With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5]
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [L.K.5a]
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b]
 - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). [L.K.5c]
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. [L.K.5d]
41. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [L.K.6]

Grade 1

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions about key details in a text. [RL.1.1]
 - a. Make predictions from text clues. [RL.1.1]
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]
3. Describe characters, settings, and major events in a story, using key details. [RL.1.3]

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. [RL.1.5]
6. Identify who is telling the story at various points in a text. [RL.1.6]

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]
8. Compare and contrast the adventures and experiences of characters in stories. [RL.1.9]

Range of Reading and Level of Text Complexity

9. With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Ask and answer questions about key details in a text. [RI.1.1]
11. Identify the main topic and retell key details of a text. [RI.1.2]
12. Describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.1.3]

Craft and Structure

13. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. [RI.1.4]
14. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. [RI.1.5]
15. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. [RI.1.6]

Integration of Knowledge and Ideas

16. Use the illustrations and details in a text to describe its key ideas. [RI.1.7]
17. Identify the reasons an author gives to support points in a text (e.g., eating a balanced meal, obeying safety rules, engaging in recycling projects) [RI.1.8]
18. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [RI.1.9]

Range of Reading and Level of Text Complexity

19. With prompting and support, read informational texts appropriately complex for Grade 1. [RI.1.10]

Reading Standards: Foundational Skills

Print Concepts

20. Demonstrate understanding of the organization and basic features of print. [RF.1.1]
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [RF.1.1a]

Phonological Awareness

21. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]
 - a. Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [RF.1.2b]
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [RF.1.2c]
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). [RF.1.2d]

Phonics and Word Recognition

22. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]
 - a. Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]
 - b. Decode regularly spelled one-syllable words. [RF.1.3b]
 - c. Know final -e and common vowel team conventions for representing long vowel sounds. [RF.1.3c]
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [RF.1.3d]
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables. [RF.1.3e]
 - f. Read words with inflectional endings. [RF.1.3f]
 - g. Recognize and read grade-appropriate irregularly spelled words. [RF.1.3g]

Fluency

23. Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]
 - a. Read on-level text with purpose and understanding. [RF.1.4a]
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]

Writing Standards

Text Types and Purposes

24. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. [W.1.1]
 - a. Write simple poems addressing a topic. 📄
25. Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [W.1.2]
26. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]

Production and Distribution of Writing

27. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [W.1.5]
28. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.1.6]

Research to Build and Present Knowledge

29. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). [W.1.7]
30. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.1.8]

Speaking and Listening Standards

Comprehension and Collaboration

31. Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and larger groups. [SL.1.1]
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a]
 - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b]
 - c. Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]
32. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [SL.1.2]
33. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]

Presentation of Knowledge and Ideas

34. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [SL.1.4]
35. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [SL.1.5]
36. Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 37 for specific expectations.) [SL.1.6]

Language Standards

Conventions of Standard English

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.1.1]
 - a. Print all uppercase and lowercase letters. [L.1.1a]
 - b. Use common, proper, and possessive nouns. [L.1.1b]
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). [L.1.1c]

- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). [L.1.1d]
 - e. 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*). [L.1.1e]
 - f. Use frequently occurring adjectives. [L.1.1f]
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). [L.1.1g]
 - h. Use determiners (e.g., articles, demonstratives). [L.1.1h]
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). [L.1.1i]
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j]
38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.1.2]
- a. Capitalize dates and names of people. [L.1.2a]
 - b. Use end punctuation for sentences. [L.1.2b]
 - c. Use commas in dates and to separate single words in a series. [L.1.2c]
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]

Vocabulary Acquisition and Use

39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from an array of strategies. [L.1.4]
- a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]
 - b. Use frequently occurring affixes as a clue to the meaning of a word. [L.1.4b]
 - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). [L.1.4c]
 - d. Apply alphabetical order to the first letter of words to access information. 
40. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5]
- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L.1.5a]
 - b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). [L.1.5b]
 - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). [L.1.5c]
 - d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. [L.1.5d]
41. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). [L.1.6]

Grade 2

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. [RL.2.1]
 - a. Infer the main idea and supporting details in narrative texts. 
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]
3. Describe how characters in a story respond to major events and challenges. [RL.2.3]

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [RL.2.6]

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]
8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [RL.2.9]

Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. [RI.2.1]
11. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [RI.2.2]
12. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]

Craft and Structure

13. Determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area*. [RI.2.4]
14. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. [RI.2.5]
15. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]

Integration of Knowledge and Ideas

16. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [RI.2.7]
17. Describe how reasons support specific points the author makes in a text. [RI.2.8]
18. Compare and contrast the most important points presented by two texts on the same topic. [RI.2.9]

Range of Reading and Level of Text Complexity

19. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10]

Reading Standards: Foundational Skills

Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]
 - b. Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
 - c. Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]
 - d. Decode words with common prefixes and suffixes. [RF.2.3d]
 - e. Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]
 - f. Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]

Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
 - a. Read on-level text with purpose and understanding. [RF.2.4a]
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]

Writing Standards

Text Types and Purposes

22. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. [W.2.1]
 - a. Write free verse poetry to express ideas. 
23. Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. [W.2.2]
24. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. [W.2.3]

Production and Distribution of Writing

25. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]
26. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.2.6]

Research to Build and Present Knowledge

27. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). [W.2.7]
28. Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]

Speaking and Listening Standards

Comprehension and Collaboration

29. Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups. [SL.2.1]
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]
 - b. Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]
30. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]
31. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. [SL.2.3]

Presentation of Knowledge and Ideas

32. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]
33. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. [SL.2.5]
34. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.) [SL.2.6]

Language Standards

Conventions of Standard English

35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]
 - a. Use collective nouns (e.g., *group*). [L.2.1a]
 - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). [L.2.1b]
 - c. Use reflexive pronouns (e.g., *myself, ourselves*). [L.2.1c]

- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). [L.2.1d]
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). [L.2.1f]
36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]
- a. Capitalize holidays, product names, and geographic names. [L.2.2a]
 - b. Use commas in greetings and closings of letters. [L.2.2b]
 - c. Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]
 - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). [L.2.2d]
 - e. Form uppercase and lowercase letters in cursive. 
 - f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.2.2e]

Knowledge of Language

37. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]
- a. Compare formal and informal uses of English. [L.2.3a]

Vocabulary Acquisition and Use

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies. [L.2.4]
- a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). [L.2.4b]
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). [L.2.4c]
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). [L.2.4d]
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [L.2.4e]
39. Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]
- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). [L.2.5a]
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). [L.2.5b]

40. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). [L.2.6]

Grades 3-5 Overview

In Grades 3-5, students continue to be concrete learners who are beginning the early phases of abstract thinking. Instruction involving collaboration among peers is important in these grades, particularly in group discussions and some writing activities. Also important is student collaboration with teachers in the planning of learning tasks. To better understand what they read and hear, students benefit from an inquiry- and discovery-based environment. Literacy growth is fostered by direct reading instruction guided by learning needs determined largely by regular formative assessment rather than dictated by textbook curriculum.

Students continue to develop foundational reading skills through Grades 3, 4, and 5; and reading standards for literature continue to be a major component of content instruction. Reading skill in informational text, however, is of equal importance as students understand and explain events, procedures, ideas, and concepts in historical, scientific, technical, and other texts. To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Students gain the necessary foundation only when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Writing instruction is integrated with other strands as students write opinion pieces, informative texts, and narratives to meet highly specific expectations. Short research projects combine the reading and writing strands.

Speaking and listening skills continue to develop through collaboration, discussions, and reports. Being productive members of conversations requires that students compare, contrast, analyze, and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and imbedded video and audio.

In these activities as well as their writing, students demonstrate command of many conventions of Standards English, including use of relative pronouns, verb forms, prepositional phrases, and appropriate capitalization and punctuation. Vocabulary acquisition and use—both general academic and domain-specific—continue to be a critical component of language development that students apply to their reading, writing, speaking, and listening.

Language standards in Grades 3-5 that are followed by an asterisk are those that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. The complete list of standards followed by an asterisk in all grades can be found in Appendix D.

Grade 3

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [RL.3.2]
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [RL.3.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [RL.3.4]
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. [RL.3.5]
6. Distinguish their own point of view from that of the narrator or those of the characters. [RL.3.6]

Integration of Knowledge and Ideas

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [RL.3.7]
8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). [RL.3.9]

Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently. [RL.3.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RI.3.1]
11. Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]
12. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect. [RI.3.3]

Craft and Structure

13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 3 topic or subject area*. [RI.3.4]
14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI.3.5]
15. Distinguish their own point of view from that of the author of a text. [RI.3.6]

Integration of Knowledge and Ideas

16. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). [RI.3.7]
17. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence). [RI.3.8]
18. Compare and contrast the most important points and key details presented in two texts on the same topic. [RI.3.9]

Range of Reading and Level of Text Complexity

19. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently. [RI.3.10]

Reading Standards: Foundational Skills

Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3]
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes. [RF.3.3a]
 - b. Decode words with common Latin suffixes. [RF.3.3b]
 - c. Decode multisyllable words. [RF.3.3c]
 - d. Read grade-appropriate irregularly spelled words. [RF.3.3d]

Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]
 - a. Read on-level text with purpose and understanding. [RF.3.4a]
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.3.4c]

Writing Standards

Text Types and Purposes

22. Write opinion pieces on topics or texts, supporting a point of view with reasons. [W.3.1]
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [W.3.1a]
 - b. Provide reasons that support the opinion. [W.3.1b]
 - c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. [W.3.1c]
 - d. Provide a concluding statement or section. [W.3.1d]
23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.3.2]
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a]
 - b. Develop the topic with facts, definitions, and details. [W.3.2b]
 - c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. [W.3.2c]
 - d. Provide a concluding statement or section. [W.3.2d]
24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.3.3]
 - a. Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.3.3a]
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [W.3.3b]
 - c. Use temporal words and phrases to signal event order. [W.3.3c]
 - d. Provide a sense of closure. [W.3.3d]

Production and Distribution of Writing

25. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.3.4]
26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-3.) [W.3.5]
27. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. [W.3.6]

Research to Build and Present Knowledge

28. Conduct short research projects that build knowledge about a topic. [W.3.7]
29. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [W.3.8]

Range of Writing

30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.3.10]

Speaking and Listening Standards

Comprehension and Collaboration

31. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 3 topics and texts*, building on others' ideas and expressing their own clearly. [SL.3.1]
 - 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. [SL.3.1a]
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.3.1b]
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [SL.3.1c]
 - d. Explain their own ideas and understanding in light of the discussion. [SL.3.1d]
32. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.3.2]
33. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [SL.3.3]

Presentation of Knowledge and Ideas

34. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [SL.3.4]
35. Create engaging 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. [SL.3.5]
36. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 37 and 39 for specific expectations.) [SL.3.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.3.1]
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [L.3.1a]
 - b. Form and use regular and irregular plural nouns. [L.3.1b]
 - c. Use abstract nouns (e.g., *childhood*). [L.3.1c]
 - d. Form and use regular and irregular verbs. [L.3.1d]
 - e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. [L.3.1e]
 - f. Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [L.3.1g]
 - h. Use coordinating and subordinating conjunctions. [L.3.1h]
 - i. Produce simple, compound, and complex sentences. [L.3.1i]
38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.3.2]
 - a. Capitalize appropriate words in titles. [L.3.2a]
 - b. Use commas in addresses. [L.3.2b]
 - c. Use commas and quotation marks in dialogue. [L.3.2c]
 - d. Form and use possessives. [L.3.2d]
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*). [L.3.2e]
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [L.3.2f]
 - g. Write legibly in cursive. 
 - h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.3.2g]

Knowledge of Language

39. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.3.3]
- Choose words and phrases for effect.* [L.3.3a]
 - Recognize and observe differences between the conventions of spoken and written Standard English. [L.3.3b]

Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 3 reading and content*, choosing flexibly from a range of strategies. [L.3.4]
- Use sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). [L.3.4b]
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). [L.3.4c]
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.3.4d]
41. Demonstrate understanding of word relationships and nuances in word meanings. [L.3.5]
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). [L.3.5a]
 - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). [L.3.5b]
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). [L.3.5c]
42. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). [L.3.6]

Grade 4

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2]
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). [RL.4.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*). [RL.4.4]
5. Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [RL.4.5]
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. [RL.4.6]

Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. [RL.4.7]
8. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. [RL.4.9]

Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.4.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]
11. Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2]
12. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3]

Craft and Structure

13. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*. [RI.4.4]
14. Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text. [RI.4.5]
15. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6]

Integration of Knowledge and Ideas

16. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [RI.4.7]
17. Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8]
18. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]

Range of Reading and Level of Text Complexity

19. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.4.10]

Reading Standards: Foundational Skills

Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3]
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]

Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.4.4]
 - a. Read on-level text with purpose and understanding. [RF.4.4a]
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b]
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c]

Writing Standards

Text Types and Purposes

22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.4.1]
 - 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. [W.4.1a]
 - b. Provide reasons that are supported by facts and details. [W.4.1b]
 - c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). [W.4.1c]
 - d. Provide a concluding statement or section related to the opinion presented. [W.4.1d]
23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.4.2]
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.4.2a]
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.4.2b]
 - c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). [W.4.2c]
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.4.2d]
 - e. Provide a concluding statement or section related to the information or explanation presented. [W.4.2e]
24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]
 - a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.4.3a]
 - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b]
 - c. Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c]
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3d]
 - e. Provide a conclusion that follows from the narrated experiences or events. [W.4.3e]

Production and Distribution of Writing

25. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.4.4]
26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-4.) [W.4.5]
27. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. [W.4.6]

Research to Build and Present Knowledge

28. Conduct short research projects that build knowledge through investigation of different aspects of a topic. [W.4.7]
29. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [W.4.8]
30. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.4.9]
 - a. Apply *Grade 4 Reading standards* to literature (e.g., “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]”). [W.4.9a]
 - b. Apply *Grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). [W.4.9b]

Range of Writing

31. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.4.10]

Speaking and Listening Standards

Comprehension and Collaboration

32. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 topics and texts*, building on others’ ideas and expressing their own clearly. [SL.4.1]
 - 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. [SL.4.1a]
 - b. Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b]

- 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. [SL.4.1c]
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d]
33. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2]
34. Identify the reasons and evidence a speaker provides to support particular points. [SL.4.3]

Presentation of Knowledge and Ideas

35. Report 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. [SL.4.4]
36. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [SL.4.5]
37. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 38 and 40 for specific expectations.) [SL.4.6]

LANGUAGE STANDARDS

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

38. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.4.1]
- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). [L.4.1a]
 - b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. [L.4.1b]
 - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. [L.4.1c]
 - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). [L.4.1d]
 - e. Form and use prepositional phrases. [L.4.1e]
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f]
 - g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).* [L.4.1g]
39. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.4.2]
- a. Use correct capitalization. [L.4.2a]
 - b. Use commas and quotation marks to mark direct speech and quotations from a text. [L.4.2b]

- c. Use a comma before a coordinating conjunction in a compound sentence. [L.4.2c]
- d. Spell grade-appropriate words correctly, consulting references as needed. [L.4.2d]

Knowledge of Language

- 40. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3]
 - a. Choose words and phrases to convey ideas precisely.* [L.4.3a]
 - b. Choose punctuation for effect.* [L.4.3b]
 - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). [L.4.3c]

Vocabulary Acquisition and Use

- 41. 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. [L.4.4]
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a]
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). [L.4.4b]
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.4.4c]
- 42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.4.5]
 - a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. [L.4.5a]
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5b]
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c]
- 43. 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). [L.4.6]

Grade 5

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. [RL.5.2]
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [RL.5.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [RL.5.4]
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5]
6. Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6]

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). [RL.5.7]
8. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9]

Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently. [RL.5.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]
11. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2]
12. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [RI.5.3]

Craft and Structure

13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 5 topic or subject area*. [RI.5.4]
14. Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts. [RI.5.5]
15. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. [RI.5.6]

Integration of Knowledge and Ideas

16. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. [RI.5.7]
17. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8]
18. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [RI.5.9]

Range of Reading and Level of Text Complexity

19. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently. [RI.5.10]

Reading Standards: Foundational Skills

Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a]

Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]
 - a. Read on-level text with purpose and understanding. [RF.5.4a]
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b]
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]

Writing Standards

Text Types and Purposes

22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.5.1]
 - 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. [W.5.1a]
 - b. Provide logically ordered reasons that are supported by facts and details. [W.5.1b]
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). [W.5.1c]
 - d. Provide a concluding statement or section related to the opinion presented. [W.5.1d]
23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2]
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.5.2a]
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.5.2b]
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). [W.5.2c]
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.5.2d]
 - e. Provide a concluding statement or section related to the information or explanation presented. [W.5.2e]

24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.5.3]
 - a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.5.3a]
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. [W.5.3b]
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [W.5.3c]
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.5.3d]
 - e. Provide a conclusion that follows from the narrated experiences or events. [W.5.3e]

Production and Distribution of Writing

25. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.5.4]
26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-5). [W.5.5]
27. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [W.5.6]

Research to Build and Present Knowledge

28. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [W.5.7]
29. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. [W.5.8]
30. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.5.9]
 - a. Apply *Grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). [W.5.9a]
 - b. Apply *Grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). [W.5.9b]

Range of Writing

31. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.5.10]

Speaking and Listening Standards

Comprehension and Collaboration

32. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 5 topics and texts*, building on others' ideas and expressing their own clearly. [SL.5.1]
 - 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. [SL.5.1a]
 - b. Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c]
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d]
33. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2]
34. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [SL.5.3]

Presentation of Knowledge and Ideas

35. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.5.4]
36. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5]
37. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 38 and 40 for specific expectations.) [SL.5.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

38. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.5.1]
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [L.5.1a]
 - b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. [L.5.1b]
 - c. Use verb tense to convey various times, sequences, states, and conditions. [L.5.1c]

- d. Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]
 - e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*). [L.5.1e]
39. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.5.2]
- a. Use punctuation to separate items in a series.* [L.5.2a]
 - b. Use a comma to separate an introductory element from the rest of the sentence. [L.5.2b]
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), 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?*). [L.5.2c]
 - d. Use underlining, quotation marks, or italics to indicate titles of works. [L.5.2d]
 - e. Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]

Knowledge of Language

40. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.5.3]
- a. Expand, combine, and reduce sentences for meaning, reader or listener interest, and style. [L.5.3a]
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. [L.5.3b]

Vocabulary Acquisition and Use

41. 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. [L.5.4]
- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a]
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). [L.5.4b]
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.5.4c]
42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5]
- a. Interpret figurative language, including similes and metaphors, in context. [L.5.5a]
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs. [L.5.5b]
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c]
43. 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*). [L.5.6]

Grades 6-8 Overview

Students in the middle grades undergo physical, social, emotional, and intellectual changes that affect their daily learning experiences. Individuals progress from preadolescence to adolescence at vastly different rates. With a great deal of sensitivity to the perceptions of peers, they are beginning to assert their independence when dealing with adults. This process, however, is neither sequential nor predictable and often includes periods of fluctuation between adolescence and preadolescence. As middle school students move from concrete thinking to abstract concepts, they begin to question others' messages and points of view while learning to better express and justify their own. Like students in earlier grades, middle school students exhibit the full range of learning styles and require both differentiated instruction and assessment opportunities to reach their unique potential as learners.

Reading strategies applied to comprehension of texts in all content areas are essential and powerful tools. A broader literacy repertoire, advanced literary elements, and extended vocabularies and communication skills lead to increased critical-thinking abilities. Similarly, strengthened writing skills provide a means for expressing their knowledge and opinions to a variety of audiences. Many opportunities are provided for students to develop questioning and research strategies that assist them in organizing and presenting information in oral, visual, and written formats.

With both literature and informational text, students cite textual evidence to support their analysis of what the text says explicitly as well as inferences drawn from the texts. Among other expectations, students must analyze how a particular sentence, paragraph, chapter, section, or scene fits into the overall structure and contributes to the development of ideas. They write arguments to support claims, explanatory texts to examine a topic and convey ideas, and narratives to develop real or imagined experiences. Particular attention is given to establishing a formal style, developing organizational structure, and using helpful transition words. In these middle years, students use their speaking and listening skills to engage in a range of collaborative discussions, follow rules for collegial discussions, interpret presented information, and delineate a speaker's claims and evidence. High expectations are held for students' language acquisition and use in speaking and writing experiences, including extending the simple subject-verb agreement concepts learned in the elementary grades, ensuring that pronouns are in the proper case, punctuating nonrestrictive and parenthetical elements, and maintaining consistency in style and tone. As in earlier grades, students acquire and use grade-appropriate general academic and domain-specific vocabulary. They also learn to vary sentence structure for reader and listener interest and understand figurative language and nuances in word meanings.

Language standards in Grades 6-8 that are followed by an asterisk are those that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. The complete list of standards followed by an asterisk in all grades can be found in Appendix D.

Grade 6

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.6.1]
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. [RL.6.2]
3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. [RL.6.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. [RL.6.4]
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. [RL.6.5]
6. Explain how an author develops the point of view of the narrator or speaker in a text. [RL.6.6]

Integration of Knowledge and Ideas

7. Compare and contrast 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. [RL.6.7]
8. Differentiate among odes, ballads, epic poetry, and science fiction. 
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. [RL.6.9]

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.6.10]

Reading Standards for Informational Text

Key Ideas and Details

11. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.6.1]
12. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. [RI.6.2]
13. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). [RI.6.3]

Craft and Structure

14. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. [RI.6.4]
15. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. [RI.6.5]
16. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. [RI.6.6]

Integration of Knowledge and Ideas

17. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. [RI.6.7]
18. 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. [RI.6.8]
19. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). [RI.6.9]

Range of Reading and Level of Text Complexity

20. By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.6.10]

Writing Standards

Text Types and Purposes

21. Write arguments to support claims with clear reasons and relevant evidence. [W.6.1]
 - a. Introduce claim(s) and organize the reasons and evidence clearly. [W.6.1a]

- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. [W.6.1b]
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. [W.6.1c]
 - d. Establish and maintain a formal style. [W.6.1d]
 - e. Provide a concluding statement or section that follows from the argument presented. [W.6.1e]
22. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.6.2]
- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.6.2a]
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.6.2b]
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts. [W.6.2c]
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.6.2d]
 - e. Establish and maintain a formal style. [W.6.2e]
 - f. Provide a concluding statement or section that follows from the information or explanation presented. [W.6.2f]
23. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.6.3]
- a. Engage and orient the reader by establishing a context and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.6.3a]
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.6.3b]
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.6.3c]
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. [W.6.3d]
 - e. Provide a conclusion that follows from the narrated experiences or events. [W.6.3e]

Production and Distribution of Writing

24. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.) [W.6.4]
25. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-6.) [W.6.5]

26. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. [W.6.6]

Research to Build and Present Knowledge

27. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. [W.6.7]
28. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. [W.6.8]
29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.6.9]
- Apply *Grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). [W.6.9a]
 - Apply *Grade 6 Reading standards* to literary nonfiction (e.g., “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”). [W.6.9b]

Range of Writing

30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.6.10]

Speaking and Listening Standards

Comprehension and Collaboration

31. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly. [SL.6.1]
- 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 probe and reflect on ideas under discussion. [SL.6.1a]
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. [SL.6.1b]
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [SL.6.1c]
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1d]
32. 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. [SL.6.2]

33. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. [SL.6.3]

Presentation of Knowledge and Ideas

34. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.6.4]
35. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. [SL.6.5]
36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 37 and 39 for specific expectations.) [SL.6.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.6.1]
- Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects. [L.6.1a]
 - Ensure that pronouns are in the proper case (subjective, objective, possessive). [L.6.1a]
 - Use intensive pronouns (e.g., *myself*, *ourselves*). [L.6.1b]
 - Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]
 - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* [L.6.1d]
 - Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1e]
38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.6.2]
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2a]
 - Spell correctly. [L.6.2b]

Knowledge of Language

39. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.6.3]
- Vary sentence patterns for meaning, reader or listener interest, and style.* [L.6.3a]
 - Maintain consistency in style and tone.* [L.6.3b]

Vocabulary Acquisition and Use

40. 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. [L.6.4]
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.6.4a]
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). [L.6.4b]
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.6.4c]
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.6.4d]

41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.6.5]
 - a. Interpret figures of speech (e.g., personification) in context. [L.6.5a]
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. [L.6.5b]
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). [L.6.5c]

42. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.6.6]

Grade 7

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1]
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. [RL.7.2]
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. [RL.7.4]
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5]
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]

Integration of Knowledge and Ideas

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). [RL.7.7]
8. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. [RL.7.9]

Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.7.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1]
11. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. [RI.7.2]
12. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). [RI.7.3]

Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]
14. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5]
15. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. [RI.7.6]

Integration of Knowledge and Ideas

16. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). [RI.7.7]
17. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. [RI.7.8]
18. 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. [RI.7.9]

Range of Reading and Level of Text Complexity

19. By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.7.10]

Writing Standards

Text Types and Purposes

20. Write arguments to support claims with clear reasons and relevant evidence. [W.7.1]
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. [W.7.1a]
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.7.1b]
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. [W.7.1c]
 - d. Establish and maintain a formal style. [W.7.1d]
 - e. Provide a concluding statement or section that follows from and supports the argument presented. [W.7.1e]

21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.7.2]
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.7.2a]
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.7.2b]
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [W.7.2c]
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.7.2d]
 - e. Establish and maintain a formal style. [W.7.2e]
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.7.2f]

22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.7.3a]
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.7.3b]
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.7.3c]
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.7.3d]
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.7.3e]

Production and Distribution of Writing

23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.7.4]
24. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) [W.7.5]
25. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. [W.7.6]

Research to Build and Present Knowledge

26. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. [W.7.7]
27. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.7.8]
28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.7.9]
 - a. Apply *Grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). [W.7.9a]
 - b. Apply *Grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). [W.7.9b]

Range of Writing

29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.7.10]

Speaking and Listening Standards

Comprehension and Collaboration

30. 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. [SL.7.1]
 - 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 probe and reflect on ideas under discussion. [SL.7.1a]

- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.7.1b]
 - 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. [SL.7.1c]
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views. [SL.7.1d]
31. 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. [SL.7.2]
32. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. [SL.7.3]

Presentation of Knowledge and Ideas

33. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.7.4]
34. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [SL.7.5]
35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations.) [SL.7.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1]
- a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. [L.7.1a]
 - b. Explain the function of phrases and clauses in general and their function in specific sentences. [L.7.1a]
 - c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [L.7.1b]
 - d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2]
- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). [L.7.2a]
 - Spell correctly. [L.7.2b]

Knowledge of Language

38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3]
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a]

Vocabulary Acquisition and Use

39. 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. [L.7.4]
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a]
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). [L.7.4b]
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.7.4c]
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]
40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. [L.7.5a]
 - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). [L.7.5c]
41. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.7.6]

Grade 8

Students will:

Reading Standards for Literature

Key Ideas and Details

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. [RL.8.1]
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. [RL.8.2]
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. [RL.8.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RL.8.4]
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. [RL.8.5]
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. [RL.8.6]

Integration of Knowledge and Ideas

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. [RL.8.7]
8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9]

Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently. [RL.8.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1]
11. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. [RI.8.2]
12. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]

Craft and Structure

13. 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. [RI.8.4]
14. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. [RI.8.5]
15. 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. [RI.8.6]

Integration of Knowledge and Ideas

16. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. [RI.8.7]
17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. [RI.8.8]
18. 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. [RI.8.9]

Range of Reading and Level of Text Complexity

19. By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. [RI.8.10]

Writing Standards

Text Types and Purposes

20. Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a]
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b]
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c]
 - d. Establish and maintain a formal style. [W.8.1d]
 - e. Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e]

21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2]
 - 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 aiding comprehension. [W.8.2a]
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b]
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c]
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d]
 - e. Establish and maintain a formal style. [W.8.2e]
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.8.2f]

22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a]
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. [W.8.3b]
 - 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. [W.8.3c]
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d]
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e]

Production and Distribution of Writing

23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.8.4]

24. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5]
25. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. [W.8.6]

Research to Build and Present Knowledge

26. 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. [W.8.7]
27. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.8.8]
28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9]
 - a. Apply *Grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). [W.8.9a]
 - b. Apply *Grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). [W.8.9b]

Range of Writing

29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]

Speaking and Listening Standards

Comprehension and Collaboration

30. 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. [SL.8.1]
 - 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 probe and reflect on ideas under discussion. [SL.8.1a]

- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c]
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]
31. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. [SL.8.2]
32. 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. [SL.8.3]

Presentation of Knowledge and Ideas

33. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.8.4]
34. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]
35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1]
- a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. [L.8.1a]
 - b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a]
 - c. Form and use verbs in the active and passive voice. [L.8.1b]
 - d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c]
 - e. Recognize and correct inappropriate shifts in verb voice and mood.* [L.8.1d]

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2]
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a]
 - Use an ellipsis to indicate an omission. [L.8.2b]
 - Spell correctly. [L.8.2c]

Knowledge of Language

38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3]
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). [L.8.3a]

Vocabulary Acquisition and Use

39. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 8 reading and content*, choosing flexibly from a range of strategies. [L.8.4]
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.8.4a]
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). [L.8.4b]
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.8.4c]
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.8.4d]
40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]
- Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a]
 - Use the relationship between particular words to better understand each of the words. [L.8.5b]
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). [L.8.5c]
41. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.8.6]

Grades 9-12 Overview

High school students continue to develop physically, emotionally, and intellectually; and most make efforts to express their individuality and independence. Never-the-less, they need guidance in these endeavors and continued emotional and intellectual support to prepare for college and careers. While language skills are advanced beyond the middle grades, students require continued assistance in analyzing and interpreting advanced informational and literary text and continued development in the use of conventions of Standard English.

In designing instruction to help all students achieve success, careful consideration should be given to addressing the individual learning needs of students. This can be accomplished by including a variety of instructional strategies such as projects, demonstrations, and collaborative learning groups; by conducting formal and informal assessments to provide continual feedback regarding student progress; and by utilizing all available technology for both teacher and student use. These strategies are especially important during the high school years for preparing students to experience the independence and demands of higher education and careers.

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. In addition to the analysis of literature at advanced reading levels, students analyze and interpret historical documents aligned to content in history or social studies classes—documents such as the Magna Carta, the Declaration of Independence, Washington’s Farewell Address, and the Gettysburg Address. Shakespearean plays are studied in at least three of the last four years of high school, sometimes involving a comparison with language and literature from other countries and eras. The refinement and extension of reading skills include analyzing how characters in fiction develop over the course of time and advance the plot or theme and how authors of informational texts develop claims and use rhetoric to advance a point of view. Other reading skills include the examination of authors’ craft such as the effect of specific word choices and the use of satire and irony. Standards for informational text require that students evaluate multiple sources of information presented in different media or formats.

Writing and editing skills that will be needed in college and careers are refined as students develop claims and counterclaims, use precise language, and create a coherent whole with an appropriate tone. A command of formal English is demonstrated in both students’ writing and speaking. They must come to appreciate that language is as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. Students must integrate multiple sources of information in order to make informed decisions and solve problems. This requires that they evaluate the credibility and accuracy of each source and note discrepancies among data. They must have the flexibility, concentration, and fluency to produce high-quality, first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Language standards in Grades 9-12 that are followed by an asterisk are those that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. The complete list of standards followed by an asterisk in all grades can be found in Appendix D.

Grade 9

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]

Integration of Knowledge and Ideas

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 (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). [RL.9-10.7]
8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]

Range of Reading and Level of Text Complexity

9. By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]
11. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]
12. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]

Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including 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). [RI.9-10.4]
14. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]
15. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]

Integration of Knowledge and Ideas

16. 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. [RI.9-10.7]
17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]
18. Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. [RI.9-10.9]

Range of Reading and Level of Text Complexity

19. By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.9-10.10]

Writing Standards

Text Types and Purposes

20. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]
 - 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. [W.9-10.1a]
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b]
 - c. Use 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. [W.9-10.1c]
 - 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. [W.9-10.1d]
 - e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]

21. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]
 - 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 aiding comprehension. [W.9-10.2a]
 - 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. [W.9-10.2b]
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]
 - 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). [W.9-10.2f]

22. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]
 - 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, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]

- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]

Production and Distribution of Writing

- 23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.9-10.4]
- 24. 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]
- 25. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]

Research to Build and Present Knowledge

- 26. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]
- 27. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]
- 28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]
 - a. Apply *Grade 9 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). [W.9-10.9a]
 - b. Apply *Grade 9 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). [W.9-10.9b]

Range of Writing

- 29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]

Speaking and Listening Standards

Comprehension and Collaboration

30. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 9 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]
 - 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. [SL.9-10.1a]
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]
 - 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. [SL.9-10.1c]
 - d. Respond thoughtfully to diverse 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. [SL.9-10.1d]
31. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]
32. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]

Presentation of Knowledge and Ideas

33. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]
34. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]
35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations.) [SL.9-10.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

The following italicized standards from Grades 3-8 should have continued attention with increased rigor.

For standard 36:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*[L.6.1d]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest, and style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]</i>

For standard 37:

Grade	Standard Number	Content
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; there, their).* [L.4.1g]</i>
4	40.b	<i>Choose punctuation for effect.* [L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.* [L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2A]</i>

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]
- Apply rules of subject-verb agreement when the subject has compound parts joined by *or* with the second element as singular or plural. 
 - Apply rules of subject-verb agreement with the subjunctive mood. 
 - Use parallel structure.* [L.9-10.1a]
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]
- Use commas correctly with non-essential appositives. [L.9-10.2a]
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
 - Use a colon to introduce a list or quotation. [L.9-10.2b]
 - Spell correctly. [L.9-10.2c]

Knowledge of Language

The following italicized standards from Grades 3-8 should have continued attention with increased rigor.

For standard 38:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]</i>
4	38.f	<i>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f]</i>
4	40.a	<i>Choose words and phrases to convey ideas precisely.*[L.4.3a]</i>
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]</i>
7	38.a	<i>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1a]</i>

38. 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. [L.9-10.3]
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's *MLA Handbook*, Turabian's *A Manual for Writers*) appropriate for the discipline and writing type. [L.9-10.3a]

Vocabulary Acquisition and Use

39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 9 reading and content*, choosing flexibly from a range of strategies. [L.9-10.4]
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). [L.9-10.4b]
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]
 - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]
 - b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]

41. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.9-10.6]

Grade 10

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]
6. Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. [RL.9-10.6]

Integration of Knowledge and Ideas

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 (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). [RL.9-10.7]
8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues). [RL.9-10.9]

Range of Reading and Level of Text Complexity

9. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently. [RL.9-10.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]
11. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]
12. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]

Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including 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). [RI.9-10.4]
14. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]
15. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]

Integration of Knowledge and Ideas

16. 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. [RI.9-10.7]
17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]
18. Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts. [RI.9-10.9]
19. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. [RI.11-12.9]

Range of Reading and Level of Text Complexity

20. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently. [RI.9-10.10]

Writing Standards

Text Types and Purposes

21. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]
- 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. [W.9-10.1a]
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b]
 - Use 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. [W.9-10.1c]
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d]
 - Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]
22. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]
- 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 aiding comprehension. [W.9-10.2a]
 - 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. [W.9-10.2b]
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]
 - 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). [W.9-10.2f]
23. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]
- 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, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]

- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]

Production and Distribution of Writing

- 24. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.) [W.9-10.4]
- 25. 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10.) [W.9-10.5]
- 26. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]

Research to Build and Present Knowledge

- 27. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]
- 28. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]
- 29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]
 - a. Apply *Grade 10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). [W.9-10.9a]
 - b. Apply *Grade 10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). [W.9-10.9b]

Range of Writing

30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]

Speaking and Listening Standards

Comprehension and Collaboration

31. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]
- 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. [SL.9-10.1a]
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]
 - 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. [SL.9-10.1c]
 - Respond thoughtfully to diverse 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. [SL.9-10.1d]
32. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]
33. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]

Presentation of Knowledge and Ideas

34. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]
35. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]
36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 10 Language standards 37 and 39 for specific expectations.) [SL.9-10.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

The following italicized standards from Grades 3-8 should have continued attention with increased rigor.

For standard 37:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1.e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest, and style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]</i>

For standard 38:

Grade	Standard Number	Content
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; there, their).*[L.4.1g]</i>
4	40.b	<i>Choose punctuation for effect.* [L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.* [L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2A]</i>

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]
- Use parallel structure.* [L.9-10.1a]
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]
 - Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning. 

38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
 - Use a colon to introduce a list or quotation. [L.9-10.2b]
 - Spell correctly. [L.9-10.2c]

Knowledge of Language

The following italicized standards from Grades 3-8 should have continued attention with increased rigor.

For standard 39:

Grade	Standard Number	Content
4	38.f	<i>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f]</i>
4	40.a	<i>Choose words and phrases to convey ideas precisely.*[L.4.3a]</i>
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]</i>
7	38.a	<i>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1a]</i>

39. 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. [L.9-10.3]
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's *MLA Handbook for Writers of Research Papers*, American Psychological Association's *Publication Manual of the American Psychological Association*) appropriate for the discipline and writing type. [L.9-10.3a]

Vocabulary Acquisition and Use

The following italicized standard from Grades 3-8 should have continued attention with increased rigor.

For standard 42:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]</i>

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 10 reading and content*, choosing flexibly from a range of strategies. [L.9-10.4]
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). [L.9-10.4b]
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]

- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]
41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]
 - b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]
42. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.9-10.6]

Grade 11

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]
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. [RL.11-12.5]
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]

Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) [RL.11-12.7]
8. Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]

Range of Reading and Level of Text Complexity

9. By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RI.11-12.1]
11. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]
12. 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. [RI.11-12.3]

Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *The Federalist* No. 10). [RI.11-12.4]
14. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]
15. 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 the power, persuasiveness, or beauty of the text. [RI.11-12.6]

Integration of Knowledge and Ideas

16. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]
17. Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt’s “Four Freedoms” speech, King’s “Letter from a Birmingham Jail”), including how they address related themes and concepts. [RI.9-10.9] 

Range of Reading and Level of Text Complexity

18. By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]

Writing Standards**Text Types and Purposes**

19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]
- 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. [W.11-12.1a]
 - 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. [W.11-12.1b]
 - Use words, phrases, and clauses as well as varied syntax 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. [W.11-12.1c]
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1d]
 - Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]
20. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]
 - 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). [W.11-12.2f]

21. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. [W.11-12.3a]
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]

Production and Distribution of Writing

22. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.) [W.11-12.4]
23. 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-11.) [W.11-12.5]
24. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]

Research to Build and Present Knowledge

25. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.11-12.7]
26. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]
27. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]
 - a. Apply *Grade 11 Reading standards* to literature (e.g., “Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). [W.11-12.9a]

- b. Apply *Grade 11 Reading standards* to literary nonfiction (e.g., Analyze seminal United States documents of historical and literary significance [e.g., Roosevelt’s “Four Freedoms” speech, King’s “Letter from a Birmingham Jail”]), including how they address related themes and concepts. [W.11-12.9b]

Range of Writing

28. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]

Speaking and Listening Standards

Comprehension and Collaboration

29. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 11 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. [SL.11-12.1]
- 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. [SL.11-12.1a]
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]
 - 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. [SL.11-12.1c]
 - 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. [SL.11-12.1d]
30. Integrate multiple sources of information presented in diverse formats and media (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. [SL.11-12.2]
31. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. [SL.11-12.3]

Presentation of Knowledge and Ideas

32. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]

33. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]
34. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 11 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]

Language Standards

Conventions of Standard English

The following italicized standards from Grades 3-9 should have continued attention with increased rigor.

For standard 35:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.*[L.3.1f]</i>
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; there, their).*[L.4.1g]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.*[L.5.1d]</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person.*[L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1.e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest, and style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*[L.7.1c]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1d]</i>
9	36.c	<i>Use parallel structure.*[L.9-10.1a]</i>

For standard 36:

Grade	Standard Number	Content
4	40.b	<i>Choose punctuation for effect.*[L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.*[L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.*[L.6.2a]</i>

35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]

- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. [L.11-12.1b]
36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
- a. Observe hyphenation conventions. [L.11-12.2a]
 - b. Spell correctly. [L.11-12.2b]

Knowledge of Language

The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 37:

Grade	Standard Number	Content
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]</i>

37. 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. [L.11-12.3]
- a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences: Syntax as Style*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]

Vocabulary Acquisition and Use

The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 40:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]</i>

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 11 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a]
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). [L.11-12.4b]
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c]
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]

39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]
 - b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]
40. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]

Grade 12

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]
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. [RL.11-12.5]
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]

Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare.) [RL.11-12.7] 
8. Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] 

Range of Reading and Level of Text Complexity

9. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RL.11-12.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RI.11-12.1]
11. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]
12. 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. [RI.11-12.3]

Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *The Federalist* No. 10). [RI.11-12.4]
14. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]
15. 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 the power, persuasiveness, or beauty of the text. [RI.11-12.6]

Integration of Knowledge and Ideas

16. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]
17. Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). [RI.11-12.8]

Range of Reading and Level of Text Complexity

18. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RI.11-12.10]

Writing Standards

Text Types and Purposes

19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]
 - 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. [W.11-12.1a]
 - 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. [W.11-12.1b]
 - c. Use words, phrases, and clauses as well as varied syntax 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. [W.11-12.1c]
 - 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. [W.11-12.1d]
 - e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]

20. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]
 - 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). [W.11-12.2f]

21. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.11-12.3a]
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]

- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]

Production and Distribution of Writing

- 22. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.) [W.11-12.4]
- 23. 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-12.) [W.11-12.5]
- 24. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]

Research to Build and Present Knowledge

- 25. Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.11-12.7]
- 26. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]
- 27. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]
 - a. Apply *Grade 12 Reading standards* to literature (e.g., “Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics”). [W.11-12.9a]
 - b. Apply *Grade 12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning [e.g., in United States Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”). [W.11-12.9b]

Range of Writing

28. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]

Speaking and Listening Standards

Comprehension and Collaboration

29. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1]
- 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. [SL.11-12.1a]
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]
 - 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. [SL.11-12.1c]
 - 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. [SL.11-12.1d]
30. Integrate multiple sources of information presented in diverse formats and media (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. [SL.11-12.2]
31. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. [SL.11-12.3]

Presentation of Knowledge and Ideas

32. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]
33. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]

34. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 12 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]

LANGUAGE STANDARDS

Conventions of Standard English

The following italicized standards from Grades 3-9 should have continued attention with increased rigor.

For standard 35:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.*[L.3.1f]</i>
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; there, their).*[L.4.1g]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.*[L.5.1d]</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person.*[L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1.e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest, and style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*[L.7.1c]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1d]</i>
9	36.c	<i>Use parallel structure.*[L.9-10.1a]</i>

For standard 36:

Grade	Standard Number	Content
4	40.b	<i>Choose punctuation for effect.*[L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.*[L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.*[L.6.2a]</i>

35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]
 - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. [L.11-12.1b]

36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
- Observe hyphenation conventions. [L.11-12.2a]
 - Spell correctly. [L.11-12.2b]

Knowledge of Language

The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 37:

Grade	Standard Number	Content
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]</i>

37. 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. [L.11-12.3]
- Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences: Syntax as Style*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]

Vocabulary Acquisition and Use

The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 40:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]</i>

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a]
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). [L.11-12.4b]
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c]
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]
39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]
 - Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]

40. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]

Research Supporting Key Elements of the Standards

Appendix A of the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* is a valuable resource for local school systems. The first section of Appendix A addresses five key elements of the standards, and the second section (discussed on the following page) provides information regarding key terms used in the national document. The five elements described in the first section are Reading, Reading Foundational Skills, Writing, Speaking and Listening, and Language as outlined below. In addition to the key elements, an extensive bibliography is also included in the first section. The entire text of Appendix A may be accessed for local use at http://www.corestandards.org/assets/Appendix_A.pdf.

Reading

A research-based case is made for why the complexity of what students read matters. In addition, some guidance is provided in measuring text complexity to coincide with what the reading standards require. This part illustrates why quantitative measures alone without qualitative measures are not adequate. Also included are annotated examples, showing specifically how the model can be used to assess the complexity of various kinds of texts appropriate for different grade levels.

Reading Foundational Skills

This part supplements the “Reading Standards: Foundational Skills for Grades K-5.” It addresses phoneme-grapheme correspondences, phonological awareness, and orthography.

Writing

Definitions of the standards’ three text types—argument, informative/explanatory writing, and narrative writing—are described in this part. Also addressed is the special place for argument in the standards.

Speaking and Listening

The importance of early instruction in developing students’ listening and speaking skills is addressed. A focus on research in this area is also included, the results of which strongly suggest that the English language arts classroom should address the link between oral and written language and young children’s ability to read and write.

Language

The matters of convention, knowledge of language, and vocabulary and how they extend across the strands of reading, writing, and speaking and listening are discussed in this part.

Glossary of Key Terms

The second section of Appendix A of the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* contains a glossary of terms limited to words and phrases particularly important to the standards and that have a meaning unique to the document. Although every effort has been made to ensure that the standards are clearly written and as free of jargon as possible, it may be necessary at times to consult high-quality dictionaries or standard resources to clarify specialized and discipline-specific terms. The glossary may be accessed for local use at http://www.corestandards.org/assets/Appendix_A.pdf.

Samples of Student Writing

Appendix B of the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* contains annotated writing samples to illustrate the criteria required to meet the Common Core State Standards (CCSS) for particular types of writing—argument, informative/explanatory text, and narrative—in each grade. The samples, which are actual writings from Grades K-12 students who attended school in a number of states and districts across the country, should be a valuable resource in interpreting the level of writing demanded by the standards.

Due to the fact that copyright laws and permissions granted to the Council of Chief State School Officers (CCSSO) and National Governors Association (NGA) do not extend to states and other users of the CCSS, Alabama is unable to reproduce the excerpts within this document. However, school systems are encouraged to utilize the annotated writing samples. The entire text of Appendix B may be accessed for local use at http://www.corestandards.org/assets/Appendix_C.pdf.

LITERACY STANDARDS FOR GRADES 6-12: HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

College and Career Readiness Anchor Standards for Reading

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*See College and Career Readiness Anchor Standards for Writing, “Research to Build and Present Knowledge,” on page 108 for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at Grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. 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.
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.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
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).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
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.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
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).	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.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate visual information (e.g., in charts).	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
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.	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.	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.

Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. 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.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
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 <i>Grades 6-8 texts and topics</i> .	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 <i>Grades 9-10 texts and topics</i> .	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 <i>Grades 11-12 texts and topics</i> .
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.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
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).	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.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
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.	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. 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.
Range of Reading and Level of Text Complexity		
10. By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.	10. By the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently.	10. By the end of Grade 12, read and comprehend science/technical texts in the Grades 11-CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time 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.

*These broad types of writing include many subgenres.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

The standards below begin at Grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college- and career-readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Text Types and Purposes		
<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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. 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use 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. 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. e. Provide a concluding statement or section that follows from or supports the argument presented. 	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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 the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax 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. 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. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical
Subjects 6-12
(Continued)

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Text Types and Purposes (continued)		
<p>2. 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> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize 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 aiding 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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. 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>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>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and 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 varied transitions and sentence structures 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, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; 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 so others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical
Subjects 6-12
(Continued)

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	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.	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.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
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.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.

2010 College– and Career–Ready Standards (CCRS): English Language Arts Skills and Understandings That Require Continued Attention

An asterisk is used in the Language Standards strand to indicate subcomponents of standards that need continued attention across the grades. Local systems and classroom teachers should be aware that these concepts require continued instruction with increasing rigor.

Grade Level	Page Number	Content Standards	Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).
3	36	37.f	Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]
3	39	39.a	Choose words and phrases for effect.* [L.3.3a]
4	42	38.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f]
4	42	38.g	Correctly use frequently confused words (e.g., to, too, two; there, their).* [L.4.1g]
4	43	40.a	Choose words and phrases to convey ideas precisely.*[L.4.3a]
4	43	40.b	Choose punctuation for effect.* [L.4.3b]
5	49	38.d	Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]
5	49	39.a	Use punctuation to separate items in a series.* [L.5.2a]
6	55	37.d	Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]
6	55	37.e	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*[L.6.1d]
6	55	37.f	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1e]
6	55	38.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2A]
6	55	39.a	Vary sentence patterns for meaning, reader or listener interest, and style.*[L.6.3a]
6	55	39.b	Maintain consistency in style and tone.* [L.6.3b]
7	61	36.d	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]
7	62	38.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a]
8	67	36.e	Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1a]
9	75	36.c	Use parallel structure.* [L.9-10.1a]
10	82	37.a	Use parallel structure.* [L.9-10.1a]

ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS

(Alabama Administrative Code 290-3-1-02(8) and (8)(a))

Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline.

COURSE REQUIREMENTS		
English Language Arts	Four credits to include:	Credits
	English 9	1
	English 10	1
	English 11	1
	English 12	1
English Language Arts-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.		
English Language Arts Total Credits		4
Mathematics	Three credits to include:	Credits
	Algebra I or its equivalent/substitute	1
	Geometry or its equivalent/substitute	1
	Algebra II w/Trigonometry or Algebra II, or its equivalent/substitute	1
	Mathematics-credit eligible options may include: <i>Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.</i>	
One credit from:		
<i>Alabama Course of Study: Mathematics</i> or mathematics-credit eligible courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.		1
Mathematics Total Credits		4
Science	Two credits to include:	Credits
	Biology	1
	A physical science (Chemistry, Physics, Physical Science)	1
	Science-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	
	Two credits from:	
<i>Alabama Course of Study: Science</i> or science-credit eligible courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.		2
Science Total Credits		4
Social Studies*	Four credits to include:	Credits
	World History	1
	United States History I	1
	United States History II	1
	United States Government	0.5
	Economics	0.5
Social Studies-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.		
Social Studies Total Credits		4
Physical Education	Lifelong Individualized Fitness Education (LIFE) or one JROTC Credit	1
Health Education		0.5
Career Preparedness		1
Career and Technical Education (CTE) and/or Foreign Language and/or Arts Education		3
Electives		2.5
Total Credits		24

GUIDELINES AND SUGGESTIONS FOR LOCAL TIME REQUIREMENTS AND HOMEWORK

Total Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (*Code of Alabama*, 1975, §16-1-1).

Suggested Time Allotments for Grades 1-6

The allocations below are based on considerations of a balanced educational program for Grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

<u>Subject Area</u>	<u>Grades 1-3</u>	<u>Grades 4-6</u>
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Technology Education (Computer Applications)	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily**	10 minutes daily**
Arts Education		

<p>Dance Music Theatre Visual Arts</p>	<p><i>Daily instruction with certified arts specialists in each of the arts disciplines is the most desirable schedule. However, schools unable to provide daily arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45-minute arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for arts instruction when certified arts specialists are not available.</i></p>
----------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

* Established by the Alabama State Department of Education in accordance with *Code of Alabama*, 1975, §16-40-1

** Established by the Alabama State Department of Education in accordance with *Code of Alabama*, 1975, §16-6B-2(h)

Kindergarten

In accordance with *Alabama Administrative Code* r. 290-5-1-.01(5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

It is suggested that the full-day kindergarten program be organized utilizing large blocks of time for large groups, small groups, center time, lunch, outdoor activities, snacks, transitions, routines, and afternoon review. Individual exploration, small-group interest activities, interaction with peers and teachers, manipulation of concrete materials, and involvement in many other real-world experiences are needed to provide a balance in the kindergarten classroom.

Grades 7-12

One credit may be granted in Grades 9-12 for required or elective courses consisting of a minimum of 140 instructional hours or in which students demonstrate mastery of Alabama course of study content standards in one credit courses without specified instructional time (*Alabama Administrative Code* r. 290-3-1-.02 (9)(a)).

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

Character Education

For all grades, not less than 10 minutes instruction per day shall focus upon the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect of the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Homework

Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice.

At every grade level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skill development.

Each local board of education shall establish a policy on homework consistent with the Alabama State Board of Education resolution adopted February 23, 1984 (Action Item #F-2).

BIBLIOGRAPHY

Alabama Course of Study: English Language Arts. Montgomery, Alabama: Alabama Department of Education, 2007.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Washington, D. C.: National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010.

English Language Proficiency Standards for English Language Learners in Kindergarten Through Grade 12. Madison, Wisconsin: World-class Instructional Design and Assessment Consortium, February 2004.

