

West Virginia

College & Career Readiness Standard

Resource Booklet for
English Language Arts

Grades 9-12



**West Virginia Board of Education
2018-2019**

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Foreword

Dear West Virginia Educators,

As we continue to utilize the West Virginia’s College- and Career-Readiness Standards for English Language Arts and Mathematics (West Virginia Board of Education Policies 2520.1A and 2520.2B, respectively), I am excited to share this standards-focused resource booklet with you. In this booklet you will find:

- Applicable West Virginia College- and Career-Readiness Standards for English Language Arts and/or Mathematics (effective July 1, 2016) for your grade/content area;
- Sample letters by grade level for families regarding the West Virginia College- and Career-Readiness Standards;
- Progression documents for English Language Arts and/or Mathematics; and
- The state-adopted definition of College and Career Readiness for West Virginia.

I know our goal of ensuring all West Virginia students graduate from high school with the skills, knowledge and dispositions to be considered truly college and career ready can become a reality if we focus on the development and success of all students. It is my sincere hope that you will utilize the resources found within this document to tailor your instruction and curricula to meet the needs of all the students you serve.

Last, I would like to thank you for your dedication to the lives and well-being of the students of our great state. I am humbled by the amazing work you do each day to ensure all students are college and career ready.

Sincerely,



Steven L. Paine, Ed.D
State Superintendent of Schools



College- and Career-Readiness in West Virginia

West Virginia's College- and Career-Readiness Standards have been developed with the goal of preparing students for a wide range of high-quality post-secondary opportunities. Specifically, college- and career-readiness refers to the knowledge, skills, and dispositions needed to be successful in higher education and/or training that lead to gainful employment. The West Virginia College- and Career-Readiness Standards establish a set of knowledge and skills that all individuals need to transition into higher education or the workplace, as both realms share many expectations. All students throughout their educational experience, should develop a full understanding of the career opportunities available, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

College- and Career-Readiness in the English Language Arts Content Area

West Virginia's College- and Career-Readiness Standards for English Language Arts promote proficiency in reading a range of material, fluency in writing in several modes, adaptability in verbal and written communication, and integrity in responsible collaboration with peers. Students will develop problem solving and critical thinking skills independently and collaboratively as they engage in the four domains of reading, writing, speaking/listening, and language. College- and career-readiness is supported in English language arts as students acquire and further develop their abilities to be critical consumers of what they read or hear and informed sources when they write or speak.

The West Virginia College- and Career-Readiness Standards are the result of a statewide public review of the state's educational standards. The West Virginia Department of Education (hereinafter WVDE), West Virginia Board of Education (hereinafter WVBE), and West Virginia University partnered in this initiative that began with a website, Academic Spotlight, which served as the platform for feedback collection. This website was active July through September of 2015. After the comment period closed, comments were evaluated by a team of diverse stakeholders, who made recommendations to WVBE based on the comments to meet the needs of West Virginia students. Additionally, during the month of September 2015, eight universities around the state hosted town hall meetings where citizens could pose questions about the standards to a panel of teachers, administrators, and representatives from higher education. The West Virginia College- and Career-Readiness Standards reflect the improvements brought to light by these two methods of public input.



Text Complexity Expectations

Grade Band	Lexile Range
K-1	N/A
2-3	420-820L
4-5	740-1010L
6-8	925-1185L
9-10	1050-1335L
11-12	1185-1385L

Distribution of Text Types*

Grade Band	Literary	Informational
K-5	50%	50%
6-8	45%	55%
9-12	30%	70%

Distribution of Writing Types*

Grade Band	Argumentative	Informative	Narrative
K-5	30%	35%	35%
6-8	35%	35%	30%
9-12	40%	40%	20%

**The percentages shown above should be met over the course of the entire instructional day and by the end of the programmatic level.*



Explanation of Terms

Domains are the broad components that make up a content area; e.g., reading, writing, speaking/listening, and language make up the English language arts content area.

- Language** Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.
- Reading** The development of proficient reading skills is critical for mastering academic content. Students must show a steadily growing ability to discern more from and make fuller use of text. This includes making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundations of reading, students will master the essential components of reading (i.e., fluency, phonics and word recognition, phonological awareness, and print concepts). Students will gain exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.
- Speaking/Listening** Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentation. They will use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.
- Writing** Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice, and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize, and evaluate for research purposes.

Clusters are groups of standards that define the expectations students must demonstrate to be college- and career-ready.

Standards are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

Numbering of Standards

The numbering for each standard is composed of three parts, each part separated by a period:

- the content area code (e.g., ELA for English language arts),
- the grade level, and
- the standard.

Illustration: ELA.3.1 refers to English language arts, grade 3, standard 1.



West Virginia College- and Career-Readiness English Language Arts – Grade 9

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in ninth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from eighth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in ninth grade:

<p>Reading</p> <ul style="list-style-type: none"> • Understand the relationship between historical writings and literature that draws upon them. • Read and analyze literature reflecting the cultural experience and point of view of authors from outside the United States. • Assess claims and arguments; make judgments about whether evidence is trustworthy and reasoning is logical. 	<p>Writing</p> <ul style="list-style-type: none"> • Complete in-depth research projects with material from multiple sources. • Use complex ideas, strong evidence and cohesive structure to express a point of view in argumentative writing. • Expand writing of observational, situational or conflict-centered stories or essays.
<p>Speaking/Listening</p> <ul style="list-style-type: none"> • Use observations, facts and arguments from different perspectives to understand multiple sides of an issue; respond thoughtfully. • Connect a discussion to larger themes or ideas; clarify and challenge conclusions. • Enhance findings and evidence using digital media. 	<p>Language</p> <ul style="list-style-type: none"> • Demonstrate an understanding of figures of speech and analyze their role in a text. • Build a comprehensive vocabulary; learn new words and phrases using context and related words. • Learn and use new techniques to make writing compelling, such as parallel structure and a variety of clauses/phrases.

Grades 9-10 Specifications

In grades 9-10, students should be exposed to texts that fall in the 1050-1335 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.



Numbering of Standards

The following English language arts standards are numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.9.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
ELA.9.2	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
ELA.9.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
ELA.9.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
ELA.9.5	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
ELA.9.6	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.



Cluster	Craft and Structure
ELA.9.7	Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone).
ELA.9.8	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.
ELA.9.9	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.
ELA.9.10	Determine the meaning of words and phrases as they are used in an informational 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).
ELA.9.11	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
ELA.9.12	Determine an author's point of view or purpose in an informational text and analyze how the author uses rhetoric to advance that point of view or purpose.

Cluster	Integration of Knowledge and Ideas
ELA.9.13	Analyze the representation, in a literary text, 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 <i>Landscape with the Fall of Icarus</i>).
ELA.9.14	Analyze how an author draws on and transforms source material in a specific literary 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).
ELA.9.15	Analyze various accounts of a subject told in different mediums of informational texts (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
ELA.9.16	Delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
ELA.9.17	Analyze influential U.S. documents of historical and literary significance (e.g., Washington's Farewell Address or The Gettysburg Address), including how they address related themes and concepts.

Cluster	Range of Reading and Text Complexity
ELA.9.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
ELA.9.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.



Writing

Cluster	Text Types and Purposes
ELA.9.20	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.9.21	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension. • 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. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • 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).
ELA.9.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.



Cluster	Production and Distribution of Writing
ELA.9.23	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 Text Types and Purposes.)
ELA.9.24	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 all Language standards up to and including grade 9.)
ELA.9.25	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.

Cluster	Research to Build and Present Knowledge
ELA.9.26	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.
ELA.9.27	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 (e.g., MLA or APA).
ELA.9.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> • 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]”). • Apply grade 9 Reading standards to nonfiction and other informational texts (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”).

Cluster	Range of Writing
ELA.9.29	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.



Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.9.30	<p>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 9 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed. • 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. • Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
ELA.9.31	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, and/or orally), evaluating the credibility and accuracy of each source.
ELA.9.32	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Cluster	Presentation of Knowledge and Ideas
ELA.9.33	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.
ELA.9.34	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.
ELA.9.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9 Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
ELA.9.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations



ELA.9.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly.
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Cluster	Knowledge of Language
ELA.9.38	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. <ul style="list-style-type: none"> • Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.

Cluster	Vocabulary Acquisition and Use
ELA.9.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 9 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, or advocacy). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or 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. • Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.9.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Interpret figures of speech (e.g., euphemism or oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.9.41	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



West Virginia College- and Career-Readiness English Language Arts – Grade 10

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in tenth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from ninth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in tenth grade:

Reading	Writing
<ul style="list-style-type: none"> • Understand the relationship between historical writings and literature that draws upon them. • Read and analyze literature reflecting the cultural experience and point of view of authors from outside the United States. • Assess claims and arguments; make judgments about whether evidence is trustworthy and reasoning is logical. 	<ul style="list-style-type: none"> • Complete in-depth research projects with material from multiple sources. • Use complex ideas, strong evidence, and cohesive structure to express a point of view in argumentative writing. • Expand writing of observational, situational, or conflict-centered stories or essays.
Speaking/Listening	Language
<ul style="list-style-type: none"> • Use observations, facts, and arguments from different perspectives to understand multiple sides of an issue; respond thoughtfully. • Connect a discussion to larger themes or ideas; clarify and challenge conclusions. • Enhance findings and evidence using digital media. 	<ul style="list-style-type: none"> • Demonstrate an understanding of figures of speech and analyze their role in a text. • Build a comprehensive vocabulary; learn new words and phrases using context and related words. • Learn and use new techniques to make writing compelling, such as parallel structure and a variety of clauses/phrases.

Grades 9-10 Specifications

In grades 9-10, students should be exposed to texts that fall in the 1050-1335 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.



Numbering of Standards

The following English language arts standards are numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.10.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.
ELA.10.2	Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.
ELA.10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.
ELA.10.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.
ELA.10.5	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
ELA.10.6	Analyze how the author unfolds an analysis or series of complex ideas or events in informational texts, including the order in which the points are made, how they are developed, and how they interact.



Cluster	Craft and Structure
ELA.10.7	Determine the meaning of multiple-meaning words and phrases as they are used in a literary 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 or how it sets a formal or informal tone).
ELA.10.8	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.
ELA.10.9	Analyze and defend 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.
ELA.10.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend 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).
ELA.10.11	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
ELA.10.12	Determine an author's point of view or purpose in an informational text and evaluate how the author uses rhetoric to advance that point of view or purpose.
Cluster	Integration of Knowledge and Ideas
ELA.10.13	Analyze the representation, in a literary text, of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment and why (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
ELA.10.14	Analyze and defend how an author draws on and transforms source material in a specific literary 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).
ELA.10.15	Analyze and defend various accounts of a subject told in different mediums of informational texts (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
ELA.10.16	Delineate and evaluate the argument and specific claims and counterclaims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
ELA.10.17	Analyze and defend influential U.S. documents of historical and literary significance (e.g. Roosevelt's Four Freedoms speech or King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Cluster	Range of Reading and Text Complexity
ELA.10.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range.
ELA.10.19	By the end of the year, read and comprehend nonfiction and other informational texts, independently and proficiently, at the high end of the grade 9-10 text complexity range.



Writing

Cluster	Text Types and Purposes
ELA.10.20	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable 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. • Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. • Use a variety of 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.10.21	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension. • Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience’s knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • 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).
ELA.10.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build upon a particular outcome. • Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.



Cluster	Production and Distribution of Writing
ELA.10.23	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 Text Types and Purposes.)
ELA.10.24	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 all Language standards up to and including grade 10.)
ELA.10.25	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 in response to ongoing feedback.

Cluster	Research to Build and Present Knowledge
ELA.10.26	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.
ELA.10.27	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience and 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 (e.g., MLA or APA).
ELA.10.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> • 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]”). • Apply grade 10 Reading standards to nonfiction and other informational texts (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”).

Cluster	Range of Writing
ELA.10.29	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.



Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.10.30	<p>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 10 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
ELA.10.31	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, and/or orally), evaluating the credibility and accuracy of each source in order to make decisions and solve problems.</p>
ELA.10.32	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing any fallacious reasoning or exaggerated or distorted evidence.</p>

Cluster	Presentation of Knowledge and Ideas
ELA.10.33	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
ELA.10.34	<p>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.</p>
ELA.10.35	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 10 Language standards for specific expectations.)</p>

Language

Cluster	Conventions of Standard English
ELA.10.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.10.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a colon to introduce a list or quotation. • Spell correctly.



Cluster	Knowledge of Language
ELA.10.38	<p>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.</p> <ul style="list-style-type: none"> • Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.
Cluster	Vocabulary Acquisition and Use
ELA.10.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, or advocacy). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. • Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.10.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., euphemism or oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.10.41	<p>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>



West Virginia College- and Career-Readiness English Language Arts – Grade 11

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in eleventh grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from tenth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in eleventh grade:

<p>Reading</p> <ul style="list-style-type: none"> Evaluate how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. Read increasingly challenging texts; examine themes and use evidence to support summaries and analyses literary and informational texts. 	<p>Writing</p> <ul style="list-style-type: none"> Write argumentative pieces that include fairly used arguments and counterarguments; use accurate information from trustworthy sources. When writing a narrative, establish characters' points of view, depict a central conflict, and provide descriptive details, dialogue, and settings.
<p>Speaking/Listening</p> <ul style="list-style-type: none"> Evaluate others' points of view during class discussions; give thoughtful feedback on the effectiveness of arguments, veracity of evidence, and overall strength of viewpoint; accept feedback graciously. Give class presentations that contain an original perspective on a subject, use evidence to support arguments, and address opposing points of view. 	<p>Language</p> <ul style="list-style-type: none"> Understand and use complex phrases and figures of speech including hyperbole; use a range of techniques to determine an unfamiliar word's meaning. Use proper spelling, capitalization, and punctuation in written arguments; demonstrate knowledge of Standard English conventions when speaking and writing.

Grades 11-12 Specifications

In grades 11-12, students should be exposed to texts that fall in the 1185-1385 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.



Numbering of Standards

The following English language arts standards are numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.11.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELA.11.2	Determine two or more themes or central ideas of a literary 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.
ELA.11.3	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, and/or how the characters are introduced and developed).
ELA.11.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELA.11.5	Determine two or more central ideas of an informational 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.
ELA.11.6	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 informational text.



Cluster	Craft and Structure
ELA.11.7	Determine the meaning of words and phrases as they are used in the literary 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.)
ELA.11.8	Analyze how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, or the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
ELA.11.9	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
ELA.11.10	Determine the meaning of words and phrases as they are used in an informational 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 <i>Federalist No. 10</i>).
ELA.11.11	In informational text, 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.
ELA.11.12	Determine an author's point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Cluster	Integration of Knowledge and Ideas
ELA.11.13	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.)
ELA.11.14	Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more literary texts from the same period treat similar themes or topics.
ELA.11.15	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
ELA.11.16	Delineate and evaluate the reasoning in influential U.S. informational texts, including the application of constitutional principles (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist Papers</i> or presidential addresses).
ELA.11.17	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (e.g., <i>The Declaration of Independence</i> , the <i>Preamble to the Constitution</i> , the <i>Bill of Rights</i> , and Lincoln's <i>Second Inaugural Address</i>) for their themes, purposes, and rhetorical features.

Cluster	Range of Reading and Text Complexity
ELA.11.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
ELA.11.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 11-12 text complexity range proficiently, with scaffolding as needed at the high end of the range.



Writing

Cluster	Text Types and Purposes
ELA.11.20	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.11.21	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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 and/or tables), and multimedia when useful to aid comprehension. • 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. • 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. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • 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).



ELA.11.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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Cluster	Production and Distribution of Writing
ELA.11.23	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 Text Types and Purposes.)
ELA.11.24	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 all Language standards up to and including grade 11).
ELA.11.25	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.

Cluster	Research to Build and Present Knowledge
ELA.11.26	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.
ELA.11.27	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 (e.g., MLA or APA).
ELA.11.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grade 11 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply grade 11 Reading standards to nonfiction and other informational texts (e.g., “Delineate and evaluate the reasoning in influential U.S. texts, including the application of constitutional principles [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., <i>The Federalist Papers</i> or presidential addresses]”).

Cluster	Range of Writing
ELA.11.29	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.



Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.11.30	<p>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 11 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed. • 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. • 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.
ELA.11.31	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and/or 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.</p>
ELA.11.32	<p>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.</p>
Cluster	Presentation of Knowledge and Ideas
ELA.11.33	<p>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.</p>
ELA.11.34	<p>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.</p>
ELA.11.35	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards for specific expectations.)</p>

Language

Cluster	Conventions of Standard English
ELA.11.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's <i>Dictionary of English Usage</i> or <i>Garner's Modern American Usage</i>) as needed.



ELA.11.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Observe hyphenation conventions. • Spell correctly.
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Cluster	Knowledge of Language
ELA.11.38	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. <ul style="list-style-type: none"> • Vary syntax for effect by consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Cluster	Vocabulary Acquisition and Use
ELA.11.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 11 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • 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. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, or conceivable). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or 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. • Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.11.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Interpret figures of speech (e.g., hyperbole or paradox) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.11.41	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



West Virginia College- and Career-Readiness English Language Arts – Grade 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in twelfth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from eleventh grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in twelfth grade:

Reading	Writing
<ul style="list-style-type: none"> Evaluate how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. Read increasingly challenging texts, examine themes, and use evidence to support summaries and analyses literary and informational texts. 	<ul style="list-style-type: none"> Write argumentative pieces that include fairly used arguments and counterarguments; use accurate information from trustworthy sources. When writing a narrative, establish characters' points of view, depict a central conflict, and provide descriptive details, dialogue, and settings.
Speaking/Listening	Language
<ul style="list-style-type: none"> Evaluate others' points of view during class discussions; give thoughtful feedback on the effectiveness of arguments, veracity of evidence, and overall strength of viewpoint; accept feedback graciously. Give class presentations that contain an original perspective on a subject, use evidence to support arguments, and address opposing points of view. 	<ul style="list-style-type: none"> Understand and use complex phrases and figures of speech including hyperbole; use a range of techniques to determine an unfamiliar word's meaning. Use proper spelling, capitalization, and punctuation in written arguments; demonstrate knowledge of Standard English conventions when speaking and writing.

Grades 11-12 Specifications

In grades 11-12, students should be exposed to texts that fall in the 1185-1385 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.



Numbering of Standards

The following English language arts standards are numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.12.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.
ELA.12.2	Determine two or more themes or central ideas of a literary 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 and critical analysis of the literary text.
ELA.12.3	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, and/or how the characters are introduced and developed).
ELA.12.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.
ELA.12.5	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.
ELA.12.6	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 informational text and media.



Cluster	Craft and Structure
ELA.12.7	Determine the meaning of words and phrases as they are used in a variety of literary texts, 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.)
ELA.12.8	Analyze how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, or the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
ELA.12.9	Analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
ELA.12.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines "faction" in <i>Federalist No. 10</i>).
ELA.12.11	In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make points clear, convincing, and engaging.
ELA.12.12	Determine an author's point of view, purpose, and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Cluster	Integration of Knowledge and Ideas
ELA.12.13	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), critically evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
ELA.12.14	Demonstrate a deep knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how multiple literary texts from the same period treat similar themes or topics.
ELA.12.15	Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
ELA.12.16	Delineate and evaluate the reasoning in influential U.S. informational texts, including the application of constitutional principles (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist Papers</i> or presidential addresses).
ELA.12.17	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (e.g., <i>The Declaration of Independence</i> , the <i>Preamble to the Constitution</i> , the <i>Bill of Rights</i> and Lincoln's <i>Second Inaugural Address</i>) for their themes, purposes, rhetorical features, and current relevancy.
Cluster	Range of Reading and Text Complexity
ELA.12.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently at the high end of the grades 11–12 text complexity range.
ELA.12.19	By the end of the year, read and comprehend nonfiction and other informational texts independently and proficiently at the high end of the grades 11–12 text complexity range.



Writing

Cluster	Text Types and Purposes
ELA.12.20	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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. • Develop and justify 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. • Analyze 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.12.21	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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 and/or tables), and multimedia when useful to aid comprehension. • Evaluate 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. • Use and evaluate 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. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • 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).



ELA.12.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use and evaluate 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). Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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Cluster	Production and Distribution of Writing
ELA.12.23	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 Text Types and Purposes.)
ELA.12.24	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 all Language standards up to and including grade 12.)
ELA.12.25	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.

Cluster	Research to Build and Present Knowledge
ELA.12.26	Conduct 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.
ELA.12.27	Gather and synthesize 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 (e.g., MLA or APA).
ELA.12.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grade 12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply grade 12 Reading standards to nonfiction and other informational texts (e.g., “Delineate and evaluate the reasoning in influential U.S. texts, including the application of constitutional principles [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., <i>The Federalist Papers</i> or presidential addresses]”).

Cluster	Range of Writing
ELA.12.29	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.



Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.12.30	<p>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 12 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles. • 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. • Respond thoughtfully to diverse perspectives; synthesize and evaluate 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.
ELA.12.31	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and/or orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data.</p>
ELA.12.32	<p>Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.</p>

Cluster	Presentation of Knowledge and Ideas
ELA.12.33	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives and determine if the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.</p>
ELA.12.34	<p>Make strategic and engaging 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.</p>
ELA.12.35	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 12 Language standards for specific expectations.)</p>

Language

Cluster	Conventions of Standard English
ELA.12.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's <i>Dictionary of English Usage</i> or <i>Garner's Modern American Usage</i>) as needed.



ELA.12.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Observe hyphenation conventions. • Spell correctly.
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Cluster	Knowledge of Language
ELA.12.38	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. <ul style="list-style-type: none"> • Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Cluster	Vocabulary Acquisition and Use
ELA.12.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • 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. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, or conceivable). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or 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. • Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.12.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Interpret figures of speech (e.g., hyperbole and paradox) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.12.41	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



West Virginia College- and Career-Readiness Transition English Language Arts for Seniors

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Transition English Language Arts for Seniors is designed for students who have not met the college- and career-readiness benchmark. The purpose of the course is to help develop the skills necessary for success in credit-bearing postsecondary courses and/or the workplace. This course will solidify students' reading, writing, speaking/listening, and language skills as they interact with texts of varying complexity.

Reading	Writing
<ul style="list-style-type: none"> Evaluate how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. Read increasingly challenging texts; examine themes and use evidence to support summaries and analyses literary and informational texts. 	<ul style="list-style-type: none"> Write argumentative pieces that include fairly used arguments and counterarguments; use accurate information from trustworthy sources. When writing a narrative, establish characters' points of view, depict a central conflict, and provide descriptive details, dialogue, and settings.
Speaking/Listening	Language
<ul style="list-style-type: none"> Evaluate others' points of view during class discussions; give thoughtful feedback on the effectiveness of arguments, veracity of evidence, and overall strength of viewpoint; accept feedback graciously. Give class presentations that contain an original perspective on a subject, use evidence to support arguments, and address opposing points of view. 	<ul style="list-style-type: none"> Understand and use complex phrases and figures of speech including hyperbole; use a range of techniques to determine an unfamiliar word's meaning. Use proper spelling, capitalization, and punctuation in written arguments; demonstrate knowledge of Standard English conventions when speaking and writing.

Grades 11-12 Specifications

In grades 11-12, students should be exposed to texts that fall in the 1185-1385 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.



Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-11
Integration of Knowledge and Ideas	Standard 12
Range of Reading and Text Complexity	Standards 13-14
Writing	
Text Types and Purposes	Standards 15-17
Production and Distribution of Writing	Standards 18-19
Research to Build and Present Knowledge	Standards 20-22
Range of Writing	Standard 23
Speaking & Listening	
Comprehension and Collaboration	Standards 24-26
Presentation of Knowledge and Ideas	Standards 27-29
Language	
Conventions of Standard English	Standard 30
Knowledge of Language	Standard 31
Vocabulary Use and Acquisition	Standards 32-33

Reading

Cluster	Key Ideas and Details
ELA.T.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
ELA.T.2	Determine two or more themes or central ideas of a literary 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 literary text.
ELA.T.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, and how the characters are introduced and developed).
ELA.T.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
ELA.T.5	Determine two or more central ideas of an informational 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 informational text.
ELA.T.6	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 informational text and media.



Cluster	Craft and Structure
ELA.T.7	Determine the meaning of words and phrases as they are used in a variety of literary texts, 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.)
ELA.T.8	Analyze how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, and the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
ELA.T.9	Determine the meaning of words and phrases as they are used in an informational 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 <i>Federalist No. 10</i>).
ELA.T.10	In informational text, 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.
ELA.T.11	Determine an author's point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Cluster	Integration of Knowledge and Ideas
ELA.T.12	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.
Cluster	Range of Reading and Text Complexity
ELA.T.13	By the end of grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 11-12 text complexity range independently and proficiently.
ELA.T.14	By the end of grade 12, read and comprehend nonfiction and other informational texts at the high end of the grades 11-12 text complexity range independently and proficiently.

Writing

Cluster	Text Types and Purposes
ELA.T.15	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claims(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claim(s); and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • 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.



ELA.T.16	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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 aid comprehension. • 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. • 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. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • 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).
ELA.T.17	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • 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). • Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Cluster	Production and Distribution of Writing
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ELA.T.18	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 Text Types and Purposes.)
ELA.T.19	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.

Cluster	Research to Build and Present Knowledge
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ELA.T.20	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.
ELA.T.21	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.



ELA.T.22	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply Transition English Language Arts for Seniors Reading standards to literature. • Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
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Cluster	Range of Writing
ELA.T.23	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.T.24	<p>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 12 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed. • 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. • 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.
ELA.T.25	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.
ELA.T.26	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.

Cluster	Presentation of Knowledge and Ideas
ELA.T.27	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives, and determine if the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
ELA.T.28	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.
ELA.T.29	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Transition English Language Arts Language standards for specific expectations.)



Language

Cluster	Conventions of Standard English
ELA.T.30	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> or <i>Garner's Modern American Usage</i>) as needed.
Cluster	Knowledge of Language
ELA.T.31	<p>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.</p> <ul style="list-style-type: none"> • Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Cluster	Vocabulary Acquisition and Use
ELA.T.32	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). • 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. • Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.T.33	<p>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>



Appendix A

Standards vs. Curriculum

COLLEGE- & CAREER-READINESS

STANDARDS

CURRICULUM

What's the Difference?

Standards are what we want students to know, understand and be able to do; **Standards** represent goals.

The **Curriculum** is an intentional learning plan to ensure students achieve the goals of the standards; the **Curriculum** represents the learning experience.

Standards and Curriculum

A STANDARD is a goal. The CURRICULUM is a means to achieve the goal.

Example 1 • 3rd Grade Mathematics Goal

Standard: M.3.8

Solve two-step word problems using the four operations, represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Example 2 • 6th Grade English Language Arts Goal

Standard: ELA.6.18

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity range proficiently, with scaffolding as needed at the high end of the range.

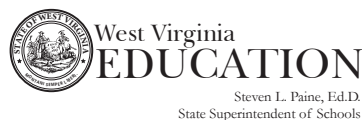
Curriculum:

Teacher locates instructional materials, plans and facilitates learning activities and assesses the students' mastery of the standard.

Who is Responsible?

West Virginia Board of Education
West Virginia Department of Education

County boards of education,
administrators and teachers



Appendix B

Fourth Course Options and Benchmark Scores

ENGLISH LANGUAGE ARTS: FOURTH COURSE OPTIONS AND BENCHMARK* SCORES

PATHWAYS TO COLLEGE- AND CAREER-READINESS

Students who meet the college- and career-readiness benchmark on the West Virginia General Summative Assessment may enroll in any available fourth-year English course based on postsecondary plans.

FOURTH-YEAR ENGLISH COURSES

- English 12
- English 12 CR
- Dual credit
- AP® English Language
- AP® English Literature
- Transition English Language Arts for Seniors

Students who do not meet the college- and career-readiness benchmark on the West Virginia General Summative Assessment must enroll in Transition English Language Arts for Seniors or a higher level English language arts course.

TRANSITION ENGLISH LANGUAGE ARTS FOR SENIORS

This course is designed for students who have not met the benchmark score which determines college- and career-readiness. Its purpose is to develop mastery of the skills necessary to meet or exceed the benchmark score.

ENGLISH 12

This course is designed to address the ELA content standards and objectives for 12th grade in the strands of reading, writing, speaking/ listening, and language.

OTHER FOURTH-YEAR ENGLISH COURSE

School teams, including counselors, teachers, and administrators should collaborate with the student and his/her parents to decide what course best meets the needs of this student. If a course other than Transition English Language Arts for Seniors meets an individual student's needs, he/she may be enrolled in that course. Possible choices include English 12 CR, dual credit English, AP® English Literature, or AP® English Language.

Students have the following options for demonstrating achievement of the college- and career readiness benchmark.

Seniors who did not reach the college- and career-readiness benchmark on the West Virginia General Summative Assessment and are enrolled in Transition English Language Arts for Seniors must take the WV Grade 12 College- and Career-Readiness Assessment.

Students may provide ACT or SAT scores that indicate the college- and career-readiness benchmark was achieved in lieu of taking the WV Grade 12 College- and Career-Readiness Assessment. A score of 18 on the English section of ACT or a score of 450 on the verbal portion of SAT-1

Students who are not enrolled in Transition English Language Arts for Seniors will have the option – but are not required – to take the WV Grade 12 College- and Career-Readiness Assessment.

**ONE VOICE
ONE FOCUS**

All Students Achieving
Michael J. Martino, Ed.D.
State Superintendent of Schools

*Benchmark is defined as a student achieving a 3 or 4 in ELA or math on the West Virginia General Summative Assessment



Appendix C

Sample Introductory Parent Letter (Grade 9)

(Insert School Address)

(Insert Date)

Dear Parent or Guardian,

I look forward to being your child's English language arts teacher for ninth grade! The first year of high school can be an exciting, intimidating, and overwhelming experience – all at once. I want to welcome your child to my classroom and give you a preview of what to expect in English language arts for the upcoming school year. The following chart highlights some of the broad skills we will develop this year.

<p>Reading</p> <ul style="list-style-type: none"> • Understand the relationship between historical writings and literature that draws upon them. • Read and analyze literature reflecting the cultural experience and point of view of authors from outside the United States. • Assess claims and arguments; make judgments about whether evidence is trustworthy and reasoning is logical. 	<p>Writing</p> <ul style="list-style-type: none"> • Complete in-depth research projects with material from multiple sources. • Use complex ideas, strong evidence and cohesive structure to express a point of view in argumentative writing. • Expand writing of observational, situational or conflict-centered stories or essays.
<p>Speaking/Listening</p> <ul style="list-style-type: none"> • Use observations, facts and arguments from different perspectives to understand multiple sides of an issue; respond thoughtfully. • Connect a discussion to larger themes or ideas; clarify and challenge conclusions. • Enhance findings and evidence using digital media. 	<p>Language</p> <ul style="list-style-type: none"> • Demonstrate an understanding of figures of speech and analyze their role in a text. • Build a comprehensive vocabulary; learn new words and phrases using context and related words. • Learn and use new techniques to make writing compelling, such as parallel structure and a variety of clauses/ phrases.

With your assistance and continued support, your student will have a successful school year and a smooth transition to high school. As always, if you have any questions or concerns, please feel free to contact me using the information below.

Sincerely,

Email:
Phone:



Sample Introductory Parent Letter (Grade 10)

(Insert School Address)

(Insert Date)

Dear Parent or Guardian,

I look forward to being your child's English language arts teacher for tenth grade! High school can be an exciting, intimidating, and overwhelming experience – all at once. I want to welcome your child to my classroom and give you a preview of what to expect in English language arts for the upcoming school year. The following chart highlights some of the broad skills we will develop this year.

Reading	Writing
<ul style="list-style-type: none">• Understand the relationship between historical writings and literature that draws upon them.• Read and analyze literature reflecting the cultural experience and point of view of authors from outside the United States.• Assess claims and arguments; make judgments about whether evidence is trustworthy and reasoning is logical.	<ul style="list-style-type: none">• Complete in-depth research projects with material from multiple sources.• Use complex ideas, strong evidence, and cohesive structure to express a point of view in argumentative writing.• Expand writing of observational, situational, or conflict-centered stories or essays.
Speaking/Listening	Language
<ul style="list-style-type: none">• Use observations, facts, and arguments from different perspectives to understand multiple sides of an issue; respond thoughtfully.• Connect a discussion to larger themes or ideas; clarify and challenge conclusions.• Enhance findings and evidence using digital media.	<ul style="list-style-type: none">• Demonstrate an understanding of figures of speech and analyze their role in a text.• Build a comprehensive vocabulary; learn new words and phrases using context and related words.• Learn and use new techniques to make writing compelling, such as parallel structure and a variety of clauses/phrases.

With your assistance and continued support, your student will have a successful school year and a positive high school experience. As always, if you have any questions or concerns, please feel free to contact me using the information below.

Sincerely,

Email:
Phone:



Sample Introductory Parent Letter (Grade 11)

(Insert School Address)

(Insert Date)

Dear Parent or Guardian,

I look forward to being your child's English language arts teacher for eleventh grade! High school can be an exciting, intimidating, and overwhelming experience – all at once. I want to welcome your child to my classroom and give you a preview of what to expect in English language arts for the upcoming school year. The following chart highlights some of the broad skills we will develop this year.

Reading	Writing
<ul style="list-style-type: none">• Evaluate how word choices and phrasing convey meaning and add complexity to works of historical and modern authors.• Read increasingly challenging texts; examine themes and use evidence to support summaries and analyses literary and informational texts.	<ul style="list-style-type: none">• Write argumentative pieces that include fairly used arguments and counterarguments; use accurate information from trustworthy sources.• When writing a narrative, establish characters' points of view, depict a central conflict, and provide descriptive details, dialogue, and settings.
Speaking/Listening	Language
<ul style="list-style-type: none">• Evaluate others' points of view during class discussions; give thoughtful feedback on the effectiveness of arguments, veracity of evidence, and overall strength of viewpoint; accept feedback graciously.• Give class presentations that contain an original perspective on a subject, use evidence to support arguments, and address opposing points of view.	<ul style="list-style-type: none">• Understand and use complex phrases and figures of speech including hyperbole; use a range of techniques to determine an unfamiliar word's meaning.• Use proper spelling, capitalization, and punctuation in written arguments; demonstrate knowledge of Standard English conventions when speaking and writing.

With your assistance and continued support, your student will have a successful school year and a positive high school experience. As always, if you have any questions or concerns, please feel free to contact me using the information below.

Sincerely,

Email:

Phone:



Sample Introductory Parent Letter (Grade 12)

(Insert School Address)

(Insert Date)

Dear Parent or Guardian,

I look forward to being your child's English language arts teacher for twelfth grade! High school can be an exciting, intimidating, and overwhelming experience – all at once. I want to welcome your child to my classroom and give you a preview of what to expect in English language arts for the upcoming school year. The following chart highlights some of the broad skills we will develop this year.

Reading	Writing
<ul style="list-style-type: none">• Evaluate how word choices and phrasing convey meaning and add complexity to works of historical and modern authors.• Read increasingly challenging texts, examine themes, and use evidence to support summaries and analyses literary and informational texts.	<ul style="list-style-type: none">• Write argumentative pieces that include fairly used arguments and counterarguments; use accurate information from trustworthy sources.• When writing a narrative, establish characters' points of view, depict a central conflict, and provide descriptive details, dialogue, and settings.
Speaking/Listening	Language
<ul style="list-style-type: none">• Evaluate others' points of view during class discussions; give thoughtful feedback on the effectiveness of arguments, veracity of evidence, and overall strength of viewpoint; accept feedback graciously.• Give class presentations that contain an original perspective on a subject, use evidence to support arguments, and address opposing points of view.	<ul style="list-style-type: none">• Understand and use complex phrases and figures of speech including hyperbole; use a range of techniques to determine an unfamiliar word's meaning.• Use proper spelling, capitalization, and punctuation in written arguments; demonstrate knowledge of Standard English conventions when speaking and writing.

With your assistance and continued support, your student will have a successful school year and a positive high school experience. As always, if you have any questions or concerns, please feel free to contact me using the information below.

Sincerely,

Email:

Phone:



Sample Introductory Parent Letter

Transition English Language Arts for Seniors

(Insert School Address)

(Insert Date)

Dear Parent or Guardian,

I look forward to being your child's English language arts teacher for twelfth grade! High school can be an exciting, intimidating, and overwhelming experience – all at once. I want to welcome your child to my classroom and give you a preview of what to expect in English language arts for the upcoming school year. The following chart highlights some of the broad skills we will develop this year.

Reading	Writing
<ul style="list-style-type: none">• Evaluate how word choices and phrasing convey meaning and add complexity to works of historical and modern authors.• Read increasingly challenging texts; examine themes and use evidence to support summaries and analyses literary and informational texts.	<ul style="list-style-type: none">• Write argumentative pieces that include fairly used arguments and counterarguments; use accurate information from trustworthy sources.• When writing a narrative, establish characters' points of view, depict a central conflict, and provide descriptive details, dialogue, and settings.
Speaking/Listening	Language
<ul style="list-style-type: none">• Evaluate others' points of view during class discussions; give thoughtful feedback on the effectiveness of arguments, veracity of evidence, and overall strength of viewpoint; accept feedback graciously.• Give class presentations that contain an original perspective on a subject, use evidence to support arguments, and address opposing points of view.	<ul style="list-style-type: none">• Understand and use complex phrases and figures of speech including hyperbole; use a range of techniques to determine an unfamiliar word's meaning.• Use proper spelling, capitalization, and punctuation in written arguments; demonstrate knowledge of Standard English conventions when speaking and writing.

With your assistance and continued support, your student will have a successful school year and a positive high school experience. As always, if you have any questions or concerns, please feel free to contact me using the information below.

Sincerely,

Email:

Phone:



Appendix D

English Language Arts Standards Progressions

Skill Progressions in West Virginia College- and Career-Readiness Standards for English Language Arts

The following pages contain the skill progressions found in the West Virginia College- and Career-Readiness Standards for English language arts (ELA) in grades eight through twelve. In ELA, each grade level consists of 41 standards; these standards have been organized in vertical order to show the advancing rigor and complexity of the expectations for what students should know, understand, and be able to do. The grade level below the high school programmatic level have been provided for planning and vertical alignment.

This document is intended to be a resource to foster and support discussion among teachers or how best to personalize and differentiate instruction for their students. The progression of skills toward college- and career-readiness that are outlined here can be used to scaffold instruction, assist with remediation, and to develop instructional plans that meet the specific needs of each student.

Standard 1	
8.1	Cite the textual evidence that most strongly supports an analysis of what the literary text says explicitly as well as inferences drawn from the text.
9.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
10.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.
11.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
12.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.
Standard 2	
8.2	Determine a theme or central idea of a literary 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.
9.2	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
10.2	Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.
11.2	Determine two or more themes or central ideas of a literary 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.
12.2	Determine two or more themes or central ideas of a literary 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 and critical analysis of the literary text.
Standard 3	
8.3	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.



9.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.
11.3	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, and/or how the characters are introduced and developed).
12.3	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, and/or how the characters are introduced and developed).

Standard 4

8.4	Cite the textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.
9.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
10.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.
11.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
12.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.

Standard 5

8.5	Determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
9.5	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
10.5	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
11.5	Determine two or more central ideas of an informational 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.
12.5	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.

Standard 6

8.6	Analyze how an informational text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
9.6	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
10.6	Analyze how the author unfolds an analysis or series of complex ideas or events in informational texts, including the order in which the points are made, how they are developed, and how they interact.



11.6	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 informational text.
12.6	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 informational text and media.
Standard 7	
8.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
9.7	Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone).
10.7	Determine the meaning of multiple-meaning words and phrases as they are used in a literary 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 or how it sets a formal or informal tone).
11.7	Determine the meaning of words and phrases as they are used in the literary 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.)
12.7	Determine the meaning of words and phrases as they are used in a variety of literary texts, 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.)
Standard 8	
8.8	Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.
9.8	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.
10.8	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.
11.8	Analyze how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, or the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
12.8	Analyze how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, or the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Standard 9	
8.9	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 in a literary text.
9.9	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.
10.9	Analyze and defend 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.
11.9	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).



12.9	Analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
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Standard 10

8.10	Determine the meaning of words and phrases as they are used in an informational 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.
9.10	Determine the meaning of words and phrases as they are used in an informational 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).
10.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend 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).
11.10	Determine the meaning of words and phrases as they are used in an informational 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 <i>Federalist No. 10</i>).
12.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines “faction” in <i>Federalist No. 10</i>).

Standard 11

8.11	Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.
9.11	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
10.11	Analyze and defend in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
11.11	In informational text, 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.
12.11	In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make points clear, convincing, and engaging.

Standard 12

8.12	Determine an author’s point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
9.12	Determine an author’s point of view or purpose in an informational text and analyze how the author uses rhetoric to advance that point of view or purpose.
10.12	Determine an author’s point of view or purpose in an informational text and evaluate how the author uses rhetoric to advance that point of view or purpose.
11.12	Determine an author’s point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
12.12	Determine an author’s point of view, purpose, and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Standard 13



8.13	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.
9.13	Analyze the representation, in a literary text, 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 <i>Landscape with the Fall of Icarus</i>).
10.13	Analyze the representation, in a literary text, of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment and why (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).
11.13	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.)
12.13	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), critically evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
Standard 14	
8.14	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 transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text).
9.14	Analyze how an author draws on and transforms source material in a specific literary 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).
10.14	Analyze and defend how an author draws on and transforms source material in a specific literary 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).
11.14	Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more literary texts from the same period treat similar themes or topics.
12.14	Demonstrate a deep knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how multiple literary texts from the same period treat similar themes or topics.
Standard 15	
8.15	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, and/or multimedia) to present a particular topic or idea.
9.15	Analyze various accounts of a subject told in different mediums of informational texts (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
10.15	Analyze and defend various accounts of a subject told in different mediums of informational texts (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
11.15	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
12.15	Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
Standard 16	
8.16	Delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.



9.16	Delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
10.16	Delineate and evaluate the argument and specific claims and counterclaims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
11.16	Delineate and evaluate the reasoning in influential U.S. informational texts, including the application of constitutional principles (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist Papers</i> or presidential addresses).
12.16	Delineate and evaluate the reasoning in influential U.S. informational texts, including the application of constitutional principles (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist Papers</i> or presidential addresses).

Standard 17

8.17	Analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
9.17	Analyze influential U.S. documents of historical and literary significance (e.g., Washington's Farewell Address or The Gettysburg Address), including how they address related themes and concepts.
10.17	Analyze and defend influential U.S. documents of historical and literary significance (e.g. Roosevelt's Four Freedoms speech or King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
11.17	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (e.g., <i>The Declaration of Independence</i> , the <i>Preamble to the Constitution</i> , the <i>Bill of Rights</i> , and Lincoln's <i>Second Inaugural Address</i>) for their themes, purposes, and rhetorical features.
12.17	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (e.g., <i>The Declaration of Independence</i> , the <i>Preamble to the Constitution</i> , the <i>Bill of Rights</i> and Lincoln's <i>Second Inaugural Address</i>) for their themes, purposes, rhetorical features, and current relevancy.

Standard 18

8.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 6–8 text complexity range independently and proficiently.
9.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
10.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range.
11.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
12.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently at the high end of the grades 11–12 text complexity range.

Standard 19

8.19	By the end of the year, read and comprehend nonfiction and other informational texts at the high end of the grades 6–8 text complexity range independently and proficiently.
9.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
10.19	By the end of the year, read and comprehend nonfiction and other informational texts, independently and proficiently, at the high end of the grade 9-10 text complexity range.



11.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 11-12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
12.19	By the end of the year, read and comprehend nonfiction and other informational texts independently and proficiently at the high end of the grades 11-12 text complexity range.
Standard 20	
8.20	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.
9.20	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.
10.20	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable 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. • Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • Use a variety of 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.



11.20	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.
12.20	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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. • Develop and justify 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. • Analyze 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.

Standard 21

8.21	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • 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 or tables), and multimedia when useful to aid comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented.
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9.21	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension. • 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. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • 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).
10.21	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension. • Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • 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).
11.21	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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 and/or tables), and multimedia when useful to aid comprehension. • 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. • 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. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • 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).



12.21	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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 and/or tables), and multimedia when useful to aid comprehension. • Evaluate 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. • Use and evaluate 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. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • 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).
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Standard 22

8.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • 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. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or events.
9.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
10.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build upon a particular outcome. • Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.



11.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
12.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use and evaluate 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). Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Standard 23

8.23	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 Text Types and Purposes.)
9.23	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 Text Types and Purposes.)
10.23	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 Text Types and Purposes.)
11.23	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 Text Types and Purposes.)
12.23	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 Text Types and Purposes.)

Standard 24

8.24	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 Language standards up to and including grade 8.)
9.24	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 all Language standards up to and including grade 9.)



10.24	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 all Language standards up to and including grade 10.)
11.24	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 all Language standards up to and including grade 11).
12.24	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 all Language standards up to and including grade 12.)

Standard 25

8.25	Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.
9.25	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.
10.25	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 in response to ongoing feedback.
11.25	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.
12.25	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.

Standard 26

8.26	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.
9.26	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.
10.26	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.
11.26	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.
12.26	Conduct 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.

Standard 27

8.27	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 (e.g., MLA or APA).
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9.27	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 (e.g., MLA or APA).
10.27	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience and 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 (e.g., MLA or APA).
11.27	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 (e.g., MLA or APA).
12.27	Gather and synthesize 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 (e.g., MLA or APA).

Standard 28

8.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • 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 transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text”). • Apply grade 8 Reading standards to nonfiction and other informational texts (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”).
9.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • 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]”). • Apply grade 9 Reading standards to nonfiction and other informational texts (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”).
10.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • 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]”). • Apply grade 10 Reading standards to nonfiction and other informational texts (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”).



11.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grade 11 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply grade 11 Reading standards to nonfiction and other informational texts (e.g., “Delineate and evaluate the reasoning in influential U.S. texts, including the application of constitutional principles [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., <i>The Federalist Papers</i> or presidential addresses]”).
12.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grade 12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply grade 12 Reading standards to nonfiction and other informational texts (e.g., “Delineate and evaluate the reasoning in influential U.S. texts, including the application of constitutional principles [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., <i>The Federalist Papers</i> or presidential addresses]”).
Standard 29	
8.29	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 discipline-specific tasks, purposes, and audiences.
9.29	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.
10.29	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.
11.29	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.
12.29	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.
Standard 30	
8.30	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others and, when warranted, qualify or justify views in light of the evidence presented.



9.30	<p>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 9 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed. • 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. • Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
10.30	<p>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 10 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to set rules for democratic, collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
11.30	<p>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 11 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed. • 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. • 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.



12.30	<p>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 12 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles. • 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. • Respond thoughtfully to diverse perspectives; synthesize and evaluate 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.
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Standard 31

8.31	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and evaluate the motives (e.g., social, commercial, or political) behind its presentation.
9.31	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, and/or orally), evaluating the credibility and accuracy of each source.
10.31	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, and/or orally), evaluating the credibility and accuracy of each source in order to make decisions and solve problems.
11.31	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and/or 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.
12.31	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and/or orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data.

Standard 32

8.32	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.
9.32	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
10.32	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing any fallacious reasoning or exaggerated or distorted evidence.
11.32	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.
12.32	Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.

Standard 33

8.33	Present claims and findings, emphasizing significant 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.
9.33	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.



10.33	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
11.33	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.
12.33	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives and determine if the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.
Standard 34	
8.34	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
9.34	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.
10.34	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.
11.34	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.
12.34	Make strategic and engaging 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.
Standard 35	
8.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards for specific expectations.)
9.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9 Language standards for specific expectations.)
10.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 10 Language standards for specific expectations.)
11.35	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards for specific expectations.)
12.35	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 12 Language standards for specific expectations.)
Standard 36	
8.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Explain the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences.
9.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
10.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.



11.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's <i>Dictionary of English Usage</i> or <i>Garner's Modern American Usage</i>) as needed.
12.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's <i>Dictionary of English Usage</i> or <i>Garner's Modern American Usage</i>) as needed.

Standard 37

8.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use punctuation (comma, ellipsis, or dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
9.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
10.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use a colon to introduce a list or quotation. Spell correctly.
11.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
12.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.

Standard 38

8.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> Use verbs in the active and passive voice (e.g., emphasizing the actor or the action). Use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact). Recognize and correct inappropriate shifts in verb voice and mood.
9.38	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. <ul style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> or <i>APA Handbook</i>) appropriate for the discipline and writing type.
10.38	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. <ul style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> or <i>APA Handbook</i>) appropriate for the discipline and writing type.



11.38	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. <ul style="list-style-type: none"> Vary syntax for effect by consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
12.38	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. <ul style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Standard 39

8.39	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph or a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, or secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 9 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, or advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or 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. Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
10.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, or advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
11.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 11 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, or conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or 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. Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



12.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, or conceivable). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or 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. • Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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Standard 40

8.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g. verbal irony, and/or puns) in context. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, or <i>resolute</i>).
9.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., euphemism or oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
10.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., euphemism or oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
11.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., hyperbole or paradox) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
12.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., hyperbole and paradox) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.

Standard 41

8.41	<p>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
9.41	<p>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
10.41	<p>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
11.41	<p>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>



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