

4K English Language Arts

- 4K.RL.1 With prompting and support - ask and answer questions about key details in a text.,
- 4K.RL.2 With prompting and support - retell familiar stories including key details.,
- 4K.RL.3 With prompting and support - identify characters and major events in a story.,
- 4K.RL.4 Ask and answer questions about unknown words in a text.,
- 4K.RL.5 Recognize common types of texts (e.g. storybooks and poems).,
- 4K.RL.6 With prompting and support define the role of the author and the illustrator in telling a story.,
- 4K.FS.1 Follow words from left to right.
- 4K.FS.2 Recognize that spoken words are represented in written language by specific sequences of letters.
- 4K.FS.3 Recognize and name 12 or more uppercase letters .
- 4K.FS.4 Recognize and name 9 or more lowercase letters.
- 4K.FS.5 Recognize 5 or more sets of rhyming words out of 10 sets.
- 4K.FS.6 Produce the primary sound for 4 or more letters.
- 4K.W.1 With guidance and support from adults - explore a variety of digital tools to produce and publish writing.
- 4K.W.2 Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).
- 4K.W.3 With guidance and support from adults - recall information from experiences to answer a question.
- 4K.SL.1 Participate in conversations with diverse partners about 4K topics.
- 4K.SL.2 Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).
- 4K.SL.3 Continue a conversation through multiple exchanges.
- 4K.SL.4 Ask and answer questions in order to seek help; get information; or clarify something that is not understood.
- 4K.SL.5 Describe familiar people; places, things; and events.
- 4K.SL.6 Speak audibly and express thoughts, feelings, and ideas.
- 4K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.,
- 4K.L.1a Print many upper- and lowercase letters including the letters in their name.,
- 4K.L.1b Use frequently occurring nouns and verbs.,
- 4K.L.1c Form regular plural nouns orally.,
- 4K.L.1d Understand and use question words (interrogatives) (e.g. who - what - where - when - why - how).,
- 4K.L.1e Produce complete sentences in shared language activities.,
- 4K.L.2 Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck).
- 4K.L.3 Demonstrate understanding of opposites (antonyms).
- 4K.L.4 Use words and phrases acquired through conversations; reading and being read to; and responding to texts.

Kindergarten English Language Arts

K.RL.1	Reading Literature	Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.
K.RL.2	Reading Literature	Key Ideas and Details	With prompting and support, retell familiar stories, including key details.
K.RL.3	Reading Literature	Key Ideas and Details	With prompting and support, identify characters, settings, and major events in a story.
K.RL.4	Reading Literature	Craft and Structure	Ask and answer questions about unknown words in a text.
K.RL.5	Reading Literature	Craft and Structure	Recognize common types of texts (e.g., storybooks, poems).
K.RL.6	Reading Literature	Craft and Structure	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
K.RL.7	Reading Literature	Integration of Knowledge and Ideas	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K.RL.8	Reading Literature	Integration of Knowledge and Ideas	(Not applicable to literature)
K.RL.9	Reading Literature	Integration of Knowledge and Ideas	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
K.RL.10	Reading Literature	Range of Reading and Level of Text Complexity	Actively engage in group reading activities with purpose and understanding.
K.RI.1	Reading Informational	Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.
K.RI.2	Reading Informational	Key Ideas and Details	With prompting and support, identify the main topic and retell key details of a text.
K.RI.3	Reading Informational	Key Ideas and Details	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
K.RI.4	Reading Informational	Craft and Structure	With prompting and support, ask and answer questions about unknown words in a text.
K.RI.5	Reading Informational	Craft and Structure	Identify the front cover, back cover, and title page of a book.
K.RI.6	Reading Informational	Craft and Structure	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
K.RI.7	Reading Informational	Integration of Knowledge and Ideas	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
K.RI.8	Reading Informational	Integration of Knowledge and Ideas	With prompting and support, identify the reasons an author gives to support points in a text.

K.RI.9	Reading Informational	Integration of Knowledge and Ideas	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
K.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	Actively engage in group reading activities with purpose and understanding.
K.RF.1	Reading Foundational	Print Concepts	Demonstrate understanding of the organization and basic features of print.
K.RF.1.a	Reading Foundational	Print Concepts	Follow words from left to right, top to bottom, and page by page.
K.RF.1.b	Reading Foundational	Print Concepts	Recognize that spoken words are represented in written language by specific sequences of letters.
K.RF.1.c	Reading Foundational	Print Concepts	Understand that words are separated by spaces in print.
K.RF.1.d	Reading Foundational	Print Concepts	Recognize and name all upper- and lowercase letters of the alphabet.
K.RF.2	Reading Foundational	Phonological awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
K.RF.2.a	Reading Foundational	Phonological awareness	Recognize and produce rhyming words.
K.RF.2.b	Reading Foundational	Phonological awareness	Count, pronounce, blend, and segment syllables in spoken words.
K.RF.2.c	Reading Foundational	Phonological awareness	Blend and segment onsets and rimes of single-syllable spoken words.
K.RF.2.d	Reading Foundational	Phonological awareness	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
K.RF.2.e	Reading Foundational	Phonological awareness	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
K.RF.3	Reading Foundational	Phonics and Word recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
K.RF.3.a	Reading Foundational	Phonics and Word recognition	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
K.RF.3.b	Reading Foundational	Phonics and Word recognition	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
K.RF.3.c	Reading Foundational	Phonics and Word recognition	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
K.RF.3.d	Reading Foundational	Phonics and Word recognition	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.RF.4	Reading Foundational	Fluency	Read emergent-reader texts with purpose and understanding.

K.W.1	Writing	Text Types and Purposes	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
K.W.2	Writing	Text Types and Purposes	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
K.W.3	Writing	Text Types and Purposes	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
K.W.4	Writing	Production and Distribution of Writing	(Begins in grade 3)
K.W.5	Writing	Production and Distribution of Writing	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
K.W.6	Writing	Production and Distribution of Writing	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
K.W.7	Writing	Research to Build and Present Knowledge	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
K.W.8	Writing	Research to Build and Present Knowledge	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.W.9	Writing	Research to Build and Present Knowledge	(Begins in grade 4)
K.W.10	Writing	Range of Writing	(Begins in grade 3)
K.SL.1	Speaking & Listening	Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
K.SL.2	Speaking & Listening	Continue a conversation through multiple exchanges.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
K.SL.3	Speaking & Listening	Continue a conversation through multiple exchanges.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
K.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	Add drawings or other visual displays to descriptions as desired to provide additional detail.

K.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Speak audibly and express thoughts, feelings, and ideas clearly.
K.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
K.L.1.a	Language	Conventions of Standard English	Print many upper- and lowercase letters.
K.L.1.b	Language	Conventions of Standard English	Use frequently occurring nouns and verbs.
K.L.1.c	Language	Conventions of Standard English	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
K.L.1.d	Language	Conventions of Standard English	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
K.L.1.e	Language	Conventions of Standard English	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
K.L.1.f	Language	Conventions of Standard English	Produce and expand complete sentences in shared language activities.
K.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
K.L.2.a	Language	Conventions of Standard English	Capitalize the first word in a sentence and the pronoun I.
K.L.2.b	Language	Conventions of Standard English	Recognize and name end punctuation.
K.L.2.c	Language	Conventions of Standard English	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
K.L.2.d	Language	Conventions of Standard English	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
K.L.3	Language	Knowledge of Language	(Begins in grade 2)
K.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
K.L.4.a	Language	Vocabulary Acquisition and Use	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
K.L.4.b	Language	Vocabulary Acquisition and Use	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
K.L.5	Language	Vocabulary Acquisition and Use	With guidance and support from adults, explore word relationships and nuances in word meanings.
K.L.5.a	Language	Vocabulary Acquisition and Use	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

K.L.5.b	Language	Vocabulary Acquisition and Use	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
K.L.5.c	Language	Vocabulary Acquisition and Use	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
K.L.5.d	Language	Vocabulary Acquisition and Use	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
K.L.6	Language	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1.RL.1	Reading Literature	Key Ideas and Details	Ask and answer questions about key details in a text.
1.RL.2	Reading Literature	Key Ideas and Details	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RL.3	Reading Literature	Key Ideas and Details	Describe characters, settings, and major events in a story, using key details.
1.RL.4	Reading Literature	Craft and Structure	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.RL.5	Reading Literature	Craft and Structure	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
1.RL.6	Reading Literature	Craft and Structure	Identify who is telling the story at various points in a text.
1.RL.7	Reading Literature	Integration of Knowledge and Ideas	Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.8	Reading Literature	Integration of Knowledge and Ideas	(Not applicable to literature)
1.RL.9	Reading Literature	Integration of Knowledge and Ideas	Compare and contrast the adventures and experiences of characters in stories.
1.RI.1	Reading Informational	Key Ideas and Details	Ask and answer questions about key details in a text.
1.RI.2	Reading Informational	Key Ideas and Details	Identify the main topic and retell key details of a text.
1.RI.3	Reading Informational	Key Ideas and Details	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1.RI.4	Reading Informational	Craft and Structure	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1.RI.5	Reading Informational	Craft and Structure	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
1.RI.6	Reading Informational	Craft and Structure	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
1.RI.7	Reading Informational	Integration of Knowledge and Ideas	Use the illustrations and details in a text to describe its key ideas.
1.RI.8	Reading Informational	Integration of Knowledge and Ideas	Identify the reasons an author gives to support points in a text.
1.RI.9	Reading Informational	Integration of Knowledge and Ideas	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	With prompting and support, read informational texts appropriately complex for grade 1.
1.RF.1	Reading Foundational Skills	Print Concepts	Demonstrate understanding of the organization and basic features of print.
1.RF.1.a	Reading Foundational Skills	Print Concepts	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.RF.2	Reading Foundational Skills	Phonological awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
1.RF.2.a	Reading Foundational Skills	Phonological awareness	Distinguish long from short vowel sounds in spoken single-syllable words.

1.RF.2.b	Reading Foundational Skills	Phonological awareness	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
1.RF.2.c	Reading Foundational Skills	Phonological awareness	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RF.2.d	Reading Foundational Skills	Phonological awareness	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
1.RF.3	Reading Foundational Skills	Phonics and Word recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
1.RF.3.a	Reading Foundational Skills	Phonics and Word recognition	Know the spelling-sound correspondences for common consonant digraphs.
1.RF.3.b	Reading Foundational Skills	Phonics and Word recognition	Decode regularly spelled one-syllable words.
1.RF.3.c	Reading Foundational Skills	Phonics and Word recognition	Know final -e and common vowel team conventions for representing long vowel sounds.
1.RF.3.d	Reading Foundational Skills	Phonics and Word recognition	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
1.RF.3.e	Reading Foundational Skills	Phonics and Word recognition	Decode two-syllable words following basic patterns by breaking the words into syllables.
1.RF.3.f	Reading Foundational Skills	Phonics and Word recognition	Read words with inflectional endings.
1.RF.3.g	Reading Foundational Skills	Phonics and Word recognition	Recognize and read grade-appropriate irregularly spelled words.
1.RF.4	Reading Foundational Skills	Fluency	Read with sufficient accuracy and fluency to support comprehension.
1.RF.4.a	Reading Foundational Skills	Fluency	Read on-level text with purpose and understanding.
1.RF.4.b	Reading Foundational Skills	Fluency	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1.RF.4.c	Reading Foundational Skills	Fluency	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.W.1	Writing	Text Types and Purposes	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
1.W.2	Writing	Text Types and Purposes	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.3	Writing	Text Types and Purposes	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
1.W.4	Writing	Production and Distribution of Writing	(Begins in grade 3)

First Grade English Language Arts

1.W.5	Writing	Production and Distribution of Writing	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.W.6	Writing	Production and Distribution of Writing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
1.W.7	Writing	Research to Build and Present Knowledge	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
1.W.8	Writing	Research to Build and Present Knowledge	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.W.9	Writing	Research to Build and Present Knowledge	(Begins in grade 4)
1.W.10	Writing	Range of Writing	(Begins in grade 3)
1.SL.1	Speaking & Listening	Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
1.SL.1.a	Speaking & Listening	Comprehension and Collaboration	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
1.SL.1.b	Speaking & Listening	Comprehension and Collaboration	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
1.SL.1.c	Speaking & Listening	Comprehension and Collaboration	Ask questions to clear up any confusion about the topics and texts under discussion.
1.SL.2	Speaking & Listening	Comprehension and Collaboration	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
1.SL.3	Speaking & Listening	Comprehension and Collaboration	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
1.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
1.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Produce complete sentences when appropriate to task and situation.
1.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1.L.1.a	Language	Conventions of Standard English	Print all upper- and lowercase letters.
1.L.1.b	Language	Conventions of Standard English	Use common, proper, and possessive nouns.
1.L.1.c	Language	Conventions of Standard English	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
1.L.1.d	Language	Conventions of Standard English	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

First Grade English Language Arts

1.L.1.e	Language	Conventions of Standard English	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
1.L.1.f	Language	Conventions of Standard English	Use frequently occurring adjectives.
1.L.1.g	Language	Conventions of Standard English	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
1.L.1.h	Language	Conventions of Standard English	Use determiners (e.g., articles, demonstratives).
1.L.1.i	Language	Conventions of Standard English	Use frequently occurring prepositions (e.g., during, beyond, toward).
1.L.1.j	Language	Conventions of Standard English	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1.L.2.a	Language	Conventions of Standard English	Capitalize dates and names of people.
1.L.2.b	Language	Conventions of Standard English	Use end punctuation for sentences.
1.L.2.c	Language	Conventions of Standard English	Use commas in dates and to separate single words in a series.
1.L.2.d	Language	Conventions of Standard English	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
1.L.2.e	Language	Conventions of Standard English	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
1.L.3	Language	Knowledge of Language	(Begins in grade 2)
1.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
1.L.4.a	Language	Vocabulary Acquisition and Use	Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.4.b	Language	Vocabulary Acquisition and Use	Use frequently occurring affixes as a clue to the meaning of a word.
1.L.4.c	Language	Vocabulary Acquisition and Use	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
1.L.5	Language	Vocabulary Acquisition and Use	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
1.L.5.a	Language	Vocabulary Acquisition and Use	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
1.L.5.b	Language	Vocabulary Acquisition and Use	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
1.L.5.c	Language	Vocabulary Acquisition and Use	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
1.L.5.d	Language	Vocabulary Acquisition and Use	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

1.L.6	Language	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
-------	----------	--------------------------------	---

Second Grade English Language Arts			
2.RL.1	Reading Literature	Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Describe how characters in a story respond to major events and challenges. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (Not applicable to literature) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Describe how reasons support specific points the author makes in a text. Compare and contrast the most important points presented by two texts on the same topic. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Know and apply grade-level phonics and word analysis skills in decoding words.
2.RL.2	Reading Literature	Key Ideas and Details	
2.RL.3	Reading Literature	Key Ideas and Details	
2.RL.4	Reading Literature	Craft and Structure	
2.RL.5	Reading Literature	Craft and Structure	
2.RL.6	Reading Literature	Craft and Structure	
2.RL.7	Reading Literature	Integration of Knowledge and Ideas	
2.RL.8	Reading Literature	Integration of Knowledge and Ideas	
2.RL.9	Reading Literature	Integration of Knowledge and Ideas	
2.RL.10	Reading Literature	Range of Reading and Level of Text Complexity	
2.RI.1	Reading Informational	Key Ideas and Details	
2.RI.2	Reading Informational	Key Ideas and Details	
2.RI.3	Reading Informational	Key Ideas and Details	
2.RI.4	Reading Informational	Craft and Structure	
2.RI.5	Reading Informational	Craft and Structure	
2.RI.6	Reading Informational	Craft and Structure	
2.RI.7	Reading Informational	Integration of Knowledge and Ideas	
2.RI.8	Reading Informational	Integration of Knowledge and Ideas	
2.RI.9	Reading Informational	Integration of Knowledge and Ideas	
2.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	
2.RF.3	Reading Foundational	Phonics and Word recognition	

2.RF.3.a	Reading Foundational	Phonics and Word recognition	Distinguish long and short vowels when reading regularly spelled one-syllable words.
2.RF.3.b	Reading Foundational	Phonics and Word recognition	Know spelling-sound correspondences for additional common vowel teams.
2.RF.3.c	Reading Foundational	Phonics and Word recognition	Decode regularly spelled two-syllable words with long vowels.
2.RF.3.d	Reading Foundational	Phonics and Word recognition	Decode words with common prefixes and suffixes.
2.RF.3.e	Reading Foundational	Phonics and Word recognition	Identify words with inconsistent but common spelling-sound correspondences.
2.RF.3.f	Reading Foundational	Phonics and Word recognition	Recognize and read grade-appropriate irregularly spelled words.
2.RF.4	Reading Foundational	Fluency	Read with sufficient accuracy and fluency to support comprehension.
2.RF.4.a	Reading Foundational	Fluency	Read on-level text with purpose and understanding.
2.RF.4.b	Reading Foundational	Fluency	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2.RF.4.c	Reading Foundational	Fluency	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.W.1	Writing	Text Types and Purposes	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2.W.2	Writing	Text Types and Purposes	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.3	Writing	Text Types and Purposes	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2.W.4	Writing	Production and Distribution of Writing	(Begins in grade 3) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.5	Writing	Production and Distribution of Writing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2.W.6	Writing	Production and Distribution of Writing	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.W.7	Writing	Research to Build and Present Knowledge	Recall information from experiences or gather information from provided sources to answer a question.
2.W.8	Writing	Research to Build and Present Knowledge	(Begins in grade 4)
2.W.9	Writing	Research to Build and Present Knowledge	(Begins in grade 3)
2.W.10	Writing	Range of Writing	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
2.SL.1	Speaking & Listening	Comprehension and Collaboration	

2.SL.1.a	Speaking & Listening	Comprehension and Collaboration	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
2.SL.1.b	Speaking & Listening	Comprehension and Collaboration	Build on others' talk in conversations by linking their comments to the remarks of others.
2.SL.1.c	Speaking & Listening	Comprehension and Collaboration	Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.SL.2	Speaking & Listening	Comprehension and Collaboration	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.3	Speaking & Listening	Comprehension and Collaboration	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
2.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
2.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
2.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2.L.1.a	Language	Conventions of Standard English	Use collective nouns (e.g., group).
2.L.1.b	Language	Conventions of Standard English	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
2.L.1.c	Language	Conventions of Standard English	Use reflexive pronouns (e.g., myself, ourselves).
2.L.1.d	Language	Conventions of Standard English	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
2.L.1.e	Language	Conventions of Standard English	Use adjectives and adverbs, and choose between them depending on what is to be modified.
2.L.1.f	Language	Conventions of Standard English	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2.L.2.a	Language	Conventions of Standard English	Capitalize holidays, product names, and geographic names.
2.L.2.b	Language	Conventions of Standard English	Use commas in greetings and closings of letters.
2.L.2.c	Language	Conventions of Standard English	Use an apostrophe to form contractions and frequently occurring possessives.
2.L.2.d	Language	Conventions of Standard English	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
2.L.2.e	Language	Conventions of Standard English	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2.L.3	Language	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
2.L.3.a	Language	Knowledge of Language	Compare formal and informal uses of English.
2.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
2.L.4.a	Language	Vocabulary Acquisition and Use	Use sentence-level context as a clue to the meaning of a word or phrase.
2.L.4.b	Language	Vocabulary Acquisition and Use	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
2.L.4.c	Language	Vocabulary Acquisition and Use	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
2.L.4.d	Language	Vocabulary Acquisition and Use	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
2.L.4.e	Language	Vocabulary Acquisition and Use	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.L.5	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
2.L.5.a	Language	Vocabulary Acquisition and Use	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2.L.5.b	Language	Vocabulary Acquisition and Use	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurt) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.L.6	Language	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Third Grade English Language Arts

3.RL.1	Reading Literature	Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Distinguish their own point of view from that of the narrator or those of the characters. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
3.RL.2	Reading Literature	Key Ideas and Details	
3.RL.3	Reading Literature	Key Ideas and Details	
3.RL.4	Reading Literature	Craft and Structure	
3.RL.5	Reading Literature	Craft and Structure	
3.RL.6	Reading Literature	Craft and Structure	
3.RL.7	Reading Literature	Integration of Knowledge and Ideas	
3.RL.8	Reading Literature	Integration of Knowledge and Ideas	
3.RL.9	Reading Literature	Integration of Knowledge and Ideas	(Not applicable to literature) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
3.RL.10	Reading Literature	Range of Reading and Complexity of Text	
3.RI.1	Reading Informational	Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the main idea of a text; recount the key details and explain how they support the main idea. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3.RI.2	Reading Informational	Key Ideas and Details	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.3	Reading Informational	Key Ideas and Details	
3.RI.4	Reading Informational	Craft and Structure	
3.RI.5	Reading Informational	Craft and Structure	
3.RI.6	Reading Informational	Craft and Structure	Distinguish their own point of view from that of the author of a text. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.7	Reading Informational	Integration of Knowledge and Ideas	
3.RI.8	Reading Informational	Integration of Knowledge and Ideas	

3.RI.9	Reading Informational	Integration of Knowledge and Ideas	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
3.RF.3	Reading Foundational Skills	Phonics and Word recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
3.RF.3.a	Reading Foundational Skills	Phonics and Word recognition	Identify and know the meaning of the most common prefixes and derivational suffixes.
3.RF.3.b	Reading Foundational Skills	Phonics and Word recognition	Decode words with common Latin suffixes.
3.RF.3.c	Reading Foundational Skills	Phonics and Word recognition	Decode multisyllable words.
3.RF.3.d	Reading Foundational Skills	Phonics and Word recognition	Read grade-appropriate irregularly spelled words.
3.RF.4	Reading Foundational Skills	Fluency	Read with sufficient accuracy and fluency to support comprehension.
3.RF.4.a	Reading Foundational Skills	Fluency	Read on-level text with purpose and understanding.
3.RF.4.b	Reading Foundational Skills	Fluency	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3.RF.4.c	Reading Foundational Skills	Fluency	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3.W.1	Writing	Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons.
3.W.1.a	Writing	Text Types and Purposes	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
3.W.1.b	Writing	Text Types and Purposes	Provide reasons that support the opinion.
3.W.1.c	Writing	Text Types and Purposes	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
3.W.1.d	Writing	Text Types and Purposes	Provide a concluding statement or section.
3.W.2	Writing	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3.W.2.a	Writing	Text Types and Purposes	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
3.W.2.b	Writing	Text Types and Purposes	Develop the topic with facts, definitions, and details.
3.W.2.c	Writing	Text Types and Purposes	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
3.W.2.d	Writing	Text Types and Purposes	Provide a concluding statement or section.
3.W.3	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3.W.3.a	Writing	Text Types and Purposes	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3.W.3.b	Writing	Text Types and Purposes	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3.W.3.c	Writing	Text Types and Purposes	Use temporal words and phrases to signal event order.
3.W.3.d	Writing	Text Types and Purposes	Provide a sense of closure.
3.W.4	Writing	Production and Distribution of Writing	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3.W.5	Writing	Production and Distribution of Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.W.6	Writing	Production and Distribution of Writing	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
3.W.7	Writing	Research to Build and Present Knowledge	Conduct short research projects that build knowledge about a topic.
3.W.8	Writing	Research to Build and Present Knowledge	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.W.9	Writing	Research to Build and Present Knowledge	(Begins in grade 4)
3.W.10	Writing	Range of Writing	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.
3.SL.1	Speaking & Listening	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
3.SL.1.a	Speaking & Listening	Comprehension and Collaboration	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
3.SL.1.b	Speaking & Listening	Comprehension and Collaboration	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
3.SL.1.c	Speaking & Listening	Comprehension and Collaboration	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
3.SL.1.d	Speaking & Listening	Comprehension and Collaboration	Explain their own ideas and understanding in light of the discussion.
3.SL.2	Speaking & Listening	Comprehension and Collaboration	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.SL.3	Speaking & Listening	Comprehension and Collaboration	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
3.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3.L.1.a	Language	Conventions of Standard English	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
3.L.1.b	Language	Conventions of Standard English	Form and use regular and irregular plural nouns.
3.L.1.c	Language	Conventions of Standard English	Use abstract nouns (e.g., childhood).
3.L.1.d	Language	Conventions of Standard English	Form and use regular and irregular verbs.
3.L.1.e	Language	Conventions of Standard English	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
3.L.1.f	Language	Conventions of Standard English	Ensure subject-verb and pronoun-antecedent agreement.*
3.L.1.g	Language	Conventions of Standard English	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
3.L.1.h	Language	Conventions of Standard English	Use coordinating and subordinating conjunctions.
3.L.1.i	Language	Conventions of Standard English	Produce simple, compound, and complex sentences.
3.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3.L.2.a	Language	Conventions of Standard English	Capitalize appropriate words in titles.
3.L.2.b	Language	Conventions of Standard English	Use commas in addresses.
3.L.2.c	Language	Conventions of Standard English	Use commas and quotation marks in dialogue.
3.L.2.d	Language	Conventions of Standard English	Form and use possessives.
3.L.2.e	Language	Conventions of Standard English	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
3.L.2.f	Language	Conventions of Standard English	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
3.L.2.g	Language	Conventions of Standard English	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.L.3	Language	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3.L.3.a	Language	Knowledge of Language	Choose words and phrases for effect.*
3.L.3.b	Language	Knowledge of Language	Recognize and observe differences between the conventions of spoken and written standard English.
3.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
3.L.4.a	Language	Vocabulary Acquisition and Use	Use sentence-level context as a clue to the meaning of a word or phrase.
3.L.4.b	Language	Vocabulary Acquisition and Use	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
3.L.4.c	Language	Vocabulary Acquisition and Use	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
3.L.4.d	Language	Vocabulary Acquisition and Use	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3.L.5	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
3.L.5.a	Language	Vocabulary Acquisition and Use	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
3.L.5.b	Language	Vocabulary Acquisition and Use	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
3.L.5.c	Language	Vocabulary Acquisition and Use	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
3.L.6	Language	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Fourth Grade English Language Arts

4.RL.1	Reading Literature	Key Ideas and Details	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.2	Reading Literature	Key Ideas and Details	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.RL.3	Reading Literature	Key Ideas and Details	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).
4.RL.4	Reading Literature	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Hercules).
4.RL.5	Reading Literature	Craft and Structure	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
4.RL.6	Reading Literature	Craft and Structure	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
4.RL.7	Reading Literature	Integration of Knowledge and Ideas	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
4.RL.8	Reading Literature	Integration of Knowledge and Ideas	(Not applicable to literature)
4.RL.9	Reading Literature	Integration of Knowledge and Ideas	Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.
4.RL.10	Reading Literature	Range of Reading and Complexity of Text	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4.RI.1	Reading Information	Key Ideas and Details	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RI.2	Reading Information	Key Ideas and Details	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.RI.3	Reading Information	Key Ideas and Details	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4.RI.4	Reading Information	Craft and Structure	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4.RI.5	Reading Information	Craft and Structure	Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4.RI.6	Reading Information	Craft and Structure	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
4.RI.7	Reading Information	Integration of Knowledge and Ideas	Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.8	Reading Information	Integration of Knowledge and Ideas	Explain how an author uses reasons and evidence to support particular points in a text.
4.RI.9	Reading Information	Integration of Knowledge and Ideas	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4.RI.10	Reading Information	Range of Reading and Level of Text Complexity	
4.RF.3	Reading Foundation	Phonics and Word recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
4.RF.3.a	Reading Foundation	Phonics and Word recognition	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4.RF.4	Reading Foundation	Fluency	Read with sufficient accuracy and fluency to support comprehension.
4.RF.4.a	Reading Foundation	Fluency	Read on-level text with purpose and understanding.
4.RF.4.b	Reading Foundation	Fluency	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
4.RF.4.c	Reading Foundation	Fluency	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4.W.1	Writing	Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
4.W.1.a	Writing	Text Types and Purposes	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
4.W.1.b	Writing	Text Types and Purposes	Provide reasons that are supported by facts and details.
4.W.1.c	Writing	Text Types and Purposes	Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition).
4.W.1.d	Writing	Text Types and Purposes	Provide a concluding statement or section related to the opinion presented.
4.W.2	Writing	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).
4.W.2.a	Writing	Text Types and Purposes	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
4.W.2.b	Writing	Text Types and Purposes	Provide a concluding statement or section related to the information or explanation presented.
4.W.2.c	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4.W.2.d	Writing	Text Types and Purposes	
4.W.2.e	Writing	Text Types and Purposes	
4.W.3	Writing	Text Types and Purposes	

4.W.3.a	Writing	Text Types and Purposes	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
4.W.3.b	Writing	Text Types and Purposes	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
4.W.3.c	Writing	Text Types and Purposes	Use a variety of transitional words and phrases to manage the sequence of events.
4.W.3.d	Writing	Text Types and Purposes	Use concrete words and phrases and sensory details to convey experiences and events precisely.
4.W.3.e	Writing	Text Types and Purposes	Provide a conclusion that follows from the narrated experiences or events.
4.W.4	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
4.W.5	Writing	Production and Distribution of Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.W.6	Writing	Production and Distribution of Writing	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
4.W.7	Writing	Research to Build and Present Knowledge	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.W.8	Writing	Research to Build and Present Knowledge	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.W.9	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.
4.W.9.a	Writing	Research to Build and Present Knowledge	Apply grade 4 Reading standards to literature (e.g. "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character's thoughts, words, or actions].").
4.W.9.b	Writing	Research to Build and Present Knowledge	Apply grade 4 Reading standards to informational texts (e.g. "Explain how an author uses reasons and evidence to support particular points in a text").
4.W.10	Writing	Range of Writing	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.
4.SL.1	Speaking & Listenin Collaboration	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
4.SL.1.a	Speaking & Listenin Collaboration	Comprehension and Collaboration	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
4.SL.1.b	Speaking & Listenin Collaboration	Comprehension and Collaboration	Follow agreed-upon rules for discussions and carry out assigned roles.
4.SL.1.c	Speaking & Listenin Collaboration	Comprehension and Collaboration	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.SL.1.d	Speaking & Listenin Collaboration	Comprehension and Collaboration	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
4.SL.2	Speaking & Listenin Collaboration	Comprehension and Collaboration	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.SL.3	Speaking & Listenin Collaboration	Comprehension and Collaboration	Identify the reasons and evidence a speaker provides to support particular points.
4.SL.4	Speaking & Listenin Knowledge and Ideas	Presentation of Knowledge and Ideas	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4.SL.5	Speaking & Listenin Knowledge and Ideas	Presentation of Knowledge and Ideas	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.6	Speaking & Listenin Knowledge and Ideas	Presentation of Knowledge and Ideas	Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation.
4.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4.L.1.a	Language	Conventions of Standard English	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
4.L.1.b	Language	Conventions of Standard English	Form and use the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses.
4.L.1.c	Language	Conventions of Standard English	Use modal auxiliaries (e.g. can, may, must) to convey various conditions.
4.L.1.d	Language	Conventions of Standard English	Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag).
4.L.1.e	Language	Conventions of Standard English	Form and use prepositional phrases.
4.L.1.f	Language	Conventions of Standard English	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
4.L.1.g	Language	Conventions of Standard English	Correctly use frequently confused words (e.g. to, too, two; there, their).*
4.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4.L.2.a	Language	Conventions of Standard English	Use correct capitalization.
4.L.2.b	Language	Conventions of Standard English	Use commas and quotation marks to mark direct speech and quotations from a text.
4.L.2.c	Language	Conventions of Standard English	Use a comma before a coordinating conjunction in a compound sentence.
4.L.2.d	Language	Conventions of Standard English	Spell grade-appropriate words correctly, consulting references as needed.
4.L.3	Language	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4.L.3.a	Language	Knowledge of Language	Choose words and phrases to convey ideas precisely.*
4.L.3.b	Language	Knowledge of Language	Choose punctuation for effect.*

4.L.3.c	Language	Knowledge of Language	Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).
4.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
4.L.4.a	Language	Vocabulary Acquisition and Use	Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4.L.4.b	Language	Vocabulary Acquisition and Use	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).
4.L.4.c	Language	Vocabulary Acquisition and Use	Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4.L.5	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
4.L.5.a	Language	Vocabulary Acquisition and Use	Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.
4.L.5.b	Language	Vocabulary Acquisition and Use	Recognize and explain the meaning of common idioms, adages, and proverbs.
4.L.5.c	Language	Vocabulary Acquisition and Use	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
4.L.6	Language	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).

Fifth Grade English Language Arts

5.RL.1	Reading Literature	Key Ideas and Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.2	Reading Literature	Key Ideas and Details	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
5.RL.3	Reading Literature	Key Ideas and Details	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).
5.RL.4	Reading Literature	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.RL.5	Reading Literature	Craft and Structure	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.RL.6	Reading Literature	Craft and Structure	Describe how a narrator's or speaker's point of view influences how events are described.
5.RL.7	Reading Literature	Integration of Knowledge and Ideas	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).
5.RL.8	Reading Literature	Integration of Knowledge and Ideas	(Not applicable to literature)
5.RL.9	Reading Literature	Integration of Knowledge and Ideas	Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.
5.RL.10	Reading Literature	Range of Reading and Complexity of Text	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
5.RI.1	Reading Informational	Key Ideas and Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.2	Reading Informational	Key Ideas and Details	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5.RI.3	Reading Informational	Key Ideas and Details	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5.RI.4	Reading Informational	Craft and Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5.RI.5	Reading Informational	Craft and Structure	Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5.RI.6	Reading Informational	Craft and Structure	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5.RI.7	Reading Informational	Integration of Knowledge and Ideas	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
5.RI.8	Reading Informational	Integration of Knowledge and Ideas	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

5.RI.9	Reading Informational	Integration of Knowledge and Ideas	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
5.RF.3	Reading Foundational Skills	Phonics and Word recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
5.RF.3.a	Reading Foundational Skills	Phonics and Word recognition	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5.RF.4	Reading Foundational Skills	Fluency	Read with sufficient accuracy and fluency to support comprehension.
5.RF.4.a	Reading Foundational Skills	Fluency	Read on-level text with purpose and understanding.
5.RF.4.b	Reading Foundational Skills	Fluency	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
5.RF.4.c	Reading Foundational Skills	Fluency	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.W.1	Writing	Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
5.W.1.a	Writing	Text Types and Purposes	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
5.W.1.b	Writing	Text Types and Purposes	Provide logically ordered reasons that are supported by facts and details.
5.W.1.c	Writing	Text Types and Purposes	Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically).
5.W.1.d	Writing	Text Types and Purposes	Provide a concluding statement or section related to the opinion presented.
5.W.2	Writing	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5.W.2.a	Writing	Text Types and Purposes	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
5.W.2.b	Writing	Text Types and Purposes	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5.W.2.c	Writing	Text Types and Purposes	Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially).
5.W.2.d	Writing	Text Types and Purposes	Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.W.2.e	Writing	Text Types and Purposes	Provide a concluding statement or section related to the information or explanation presented.
5.W.3	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
5.W.3.a	Writing	Text Types and Purposes	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

5.W.3.b	Writing	Text Types and Purposes	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.W.3.c	Writing	Text Types and Purposes	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
5.W.3.d	Writing	Text Types and Purposes	Use concrete words and phrases and sensory details to convey experiences and events precisely.
5.W.3.e	Writing	Text Types and Purposes	Provide a conclusion that follows from the narrated experiences or events.
5.W.4	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.W.5	Writing	Production and Distribution of Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.W.6	Writing	Production and Distribution of Writing	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
5.W.7	Writing	Research to Build and Present Knowledge	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
5.W.8	Writing	Research to Build and Present Knowledge	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5.W.9	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.
5.W.9.a	Writing	Research to Build and Present Knowledge	Apply grade 5 Reading standards to literature (e.g. "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g. how characters interact]").
5.W.9.b	Writing	Research to Build and Present Knowledge	Apply grade 5 Reading standards to informational texts (e.g. "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
5.W.10	Writing	Range of Writing	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.
5.SL.1	Speaking & Listening	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
5.SL.1.a	Speaking & Listening	Comprehension and Collaboration	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
5.SL.1.b	Speaking & Listening	Comprehension and Collaboration	Follow agreed-upon rules for discussions and carry out assigned roles.
5.SL.1.c	Speaking & Listening	Comprehension and Collaboration	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5.SL.1.d	Speaking & Listening	Comprehension and Collaboration	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

5.SL.2	Speaking & Listening	Comprehension and Collaboration	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3	Speaking & Listening	Comprehension and Collaboration	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
5.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
5.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.L.3	Language	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
5.L.3.a	Language	Knowledge of Language	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
5.L.3.b	Language	Knowledge of Language	Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.
5.L.4	Language	Vocabulary acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
5.L.4.a	Language	Vocabulary acquisition and Use	Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
5.L.4.b	Language	Vocabulary acquisition and Use	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).
5.L.4.c	Language	Vocabulary acquisition and Use	Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5.L.5	Language	Vocabulary acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5.L.5.a	Language	Vocabulary acquisition and Use	Interpret figurative language, including similes and metaphors, in context.
5.L.5.b	Language	Vocabulary acquisition and Use	Recognize and explain the meaning of common idioms, adages, and proverbs.
5.L.5.c	Language	Vocabulary acquisition and Use	Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
5.L.6	Language	Vocabulary acquisition and Use	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).

Sixth Grade English Language Arts

6.RL.1	Reading Literature	Key Ideas and Details	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.2	Reading Literature	Key Ideas and Details	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.RL.3	Reading Literature	Key Ideas and Details	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
6.RL.4	Reading Literature	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
6.RL.5	Reading Literature	Craft and Structure	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RL.6	Reading Literature	Craft and Structure	Explain how an author develops the point of view of the narrator or speaker in a text.
6.RL.7	Reading Literature	Integration of Knowledge and Ideas	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
6.RL.8	Reading Literature	Integration of Knowledge and Ideas	(Not applicable to literature)
6.RL.9	Reading Literature	Integration of Knowledge and Ideas	Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
6.RL.10	Reading Literature	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6.RI.1	Reading Informational	Key Ideas and Details	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RI.2	Reading Informational	Key Ideas and Details	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.RI.3	Reading Informational	Key Ideas and Details	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).
6.RI.4	Reading Informational	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.RI.5	Reading Informational	Craft and Structure	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6.RI.6	Reading Informational	Craft and Structure	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
6.RI.7	Reading Informational	Integration of Knowledge and Ideas	Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
6.RI.8	Reading Informational	Integration of Knowledge and Ideas	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.RI.9	Reading Informational	Integration of Knowledge and Ideas	Compare and contrast one author's presentation of events with that of another (e.g. a memoir written by and a biography on the same person).
6.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6.W.1	Writing	Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.
6.W.1.a	Writing	Text Types and Purposes	Introduce claim(s) and organize the reasons and evidence clearly.
6.W.1.b	Writing	Text Types and Purposes	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

6.W.1.c	Writing	Text Types and Purposes	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
6.W.1.d	Writing	Text Types and Purposes	Establish and maintain a formal style.
6.W.1.e	Writing	Text Types and Purposes	Provide a concluding statement or section that follows from the argument presented.
6.W.2	Writing	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
6.W.2.a	Writing	Text Types and Purposes	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
6.W.2.b	Writing	Text Types and Purposes	Use appropriate transitions to clarify the relationships among ideas and concepts.
6.W.2.c	Writing	Text Types and Purposes	Use precise language and domain-specific vocabulary to inform about or explain the topic.
6.W.2.d	Writing	Text Types and Purposes	Establish and maintain a formal style.
6.W.2.e	Writing	Text Types and Purposes	Provide a concluding statement or section that follows from the information or explanation presented.
6.W.2.f	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
6.W.3	Writing	Text Types and Purposes	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
6.W.3.a	Writing	Text Types and Purposes	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
6.W.3.b	Writing	Text Types and Purposes	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
6.W.3.c	Writing	Text Types and Purposes	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
6.W.3.d	Writing	Text Types and Purposes	Provide a conclusion that follows from the narrated experiences or events.
6.W.3.e	Writing	Text Types and Purposes	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
6.W.4	Writing	Production and Distribution of Writing	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.
6.W.5	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
6.W.6	Writing	Research to Build and Present Knowledge	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
6.W.7	Writing	Research to Build and Present Knowledge	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.W.8	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.
6.W.9	Writing	Research to Build and Present Knowledge	Apply grade 6 Reading standards to literature (e.g. "Compare and contrast texts in different forms or genres [e.g. stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
6.W.9.a	Writing	Research to Build and Present Knowledge	

6.W.9.b	Writing	Research to Build and Present Knowledge	Apply grade 6 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
6.W.10	Writing	Range of Writing	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
6.SL.1	Speaking & Listening	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
6.SL.1.a	Speaking & Listening	Comprehension and Collaboration	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
6.SL.1.b	Speaking & Listening	Comprehension and Collaboration	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
6.SL.1.c	Speaking & Listening	Comprehension and Collaboration	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
6.SL.1.d	Speaking & Listening	Comprehension and Collaboration	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
6.SL.2	Speaking & Listening	Comprehension and Collaboration	Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
6.SL.3	Speaking & Listening	Comprehension and Collaboration	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
6.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.
6.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
6.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
6.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6.L.3	Language	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
6.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
6.L.5	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6.L.6	Language	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Seventh Grade English Language Arts

7.RL.1	Reading Literature	Key Ideas and Details	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.2	Reading Literature	Key Ideas and Details	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.RL.3	Reading Literature	Key Ideas and Details	Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).
7.RL.4	Reading Literature	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.RL.5	Reading Literature	Craft and Structure	Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.
7.RL.6	Reading Literature	Craft and Structure	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7.RL.7	Reading Literature	Integration of Knowledge and Ideas	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).
7.RL.8	Reading Literature	Integration of Knowledge and Ideas	(Not applicable to literature)
7.RL.9	Reading Literature	Integration of Knowledge and Ideas	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
7.RL.10	Reading Literature	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7.RI.1	Reading Informational	Key Ideas and Details	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RI.2	Reading Informational	Key Ideas and Details	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
7.RI.3	Reading Informational	Key Ideas and Details	Analyze the interactions between individuals, events and ideas in a text (e.g. how ideas influence individuals or events or how individuals influence ideas or events).
7.RI.4	Reading Informational	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
7.RI.5	Reading Informational	Craft and Structure	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.
7.RI.6	Reading Informational	Craft and Structure	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
7.RI.7	Reading Informational	Integration of Knowledge and Ideas	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of words).
7.RI.8	Reading Informational	Integration of Knowledge and Ideas	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.RI.9	Reading Informational	Integration of Knowledge and Ideas	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

7.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7.W.1	Writing	Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.
7.W.1.a	Writing	Text Types and Purposes	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
7.W.1.b	Writing	Text Types and Purposes	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
7.W.1.c	Writing	Text Types and Purposes	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
7.W.1.d	Writing	Text Types and Purposes	Establish and maintain a formal style.
7.W.1.e	Writing	Text Types and Purposes	Provide a concluding statement or section that follows from and supports the argument presented.
7.W.2	Writing	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
7.W.2.a	Writing	Text Types and Purposes	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
7.W.2.b	Writing	Text Types and Purposes	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
7.W.2.c	Writing	Text Types and Purposes	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
7.W.2.d	Writing	Text Types and Purposes	Use precise language and domain-specific vocabulary to inform about or explain the topic.
7.W.2.e	Writing	Text Types and Purposes	Establish and maintain a formal style.
7.W.2.f	Writing	Text Types and Purposes	Provide a concluding statement or section that follows from and supports the information or explanation presented.
7.W.3	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
7.W.3.a	Writing	Text Types and Purposes	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.
7.W.3.b	Writing	Text Types and Purposes	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
7.W.3.c	Writing	Text Types and Purposes	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
7.W.3.d	Writing	Text Types and Purposes	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
7.W.3.e	Writing	Text Types and Purposes	Provide a conclusion that follows from and reflects on the narrated experiences or events.
7.W.4	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
7.W.5	Writing	Production and Distribution of Writing	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.

7.W.6	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
7.W.7	Writing	Research to Build and Present Knowledge	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
7.W.8	Writing	Research to Build and Present Knowledge	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.
7.W.9	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.
7.W.9.a	Writing	Research to Build and Present Knowledge	Apply grade 7 Reading standards to literature (e.g. "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
7.W.9.b	Writing	Research to Build and Present Knowledge	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
7.W.10	Writing	Range of Writing	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.
7.SL.1.a	Speaking & Listening	Comprehension and Collaboration	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.
7.SL.1.b	Speaking & Listening	Comprehension and Collaboration	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
7.SL.1.c	Speaking & Listening	Comprehension and Collaboration	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
7.SL.1.d	Speaking & Listening	Comprehension and Collaboration	Acknowledge new information expressed by others and, when warranted, modify their own views.
7.SL.2	Speaking & Listening	Comprehension and Collaboration	Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.SL.3	Speaking & Listening	Comprehension and Collaboration	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
7.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
7.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
7.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
7.L.1.a	Language	Conventions of Standard English	Explain the function of phrases and clauses in general and their function in specific sentences.

7.L.1.b	Language	Conventions of Standard English	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
7.L.1.c	Language	Conventions of Standard English	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
7.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7.L.2.a	Language	Conventions of Standard English	Use a comma to separate coordinate adjectives (e.g. It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
7.L.2.b	Language	Conventions of Standard English	Spell correctly.
7.L.3	Language	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
7.L.3.a	Language	Knowledge of Language	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
7.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
7.L.4.a	Language	Vocabulary Acquisition and Use	Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
7.L.4.b	Language	Vocabulary Acquisition and Use	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. belligerent, bellicose, rebel).
7.L.4.c	Language	Vocabulary Acquisition and Use	Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
7.L.4.d	Language	Vocabulary Acquisition and Use	Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).
7.L.5	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
7.L.5.a	Language	Vocabulary Acquisition and Use	Interpret figures of speech (e.g. literary, biblical, and mythological allusions) in context.
7.L.5.b	Language	Vocabulary Acquisition and Use	Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.
7.L.5.c	Language	Vocabulary Acquisition and Use	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. refined, respectful, polite, diplomatic, condescending).
7.L.6	Language	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Eighth Grade English Language Arts

8.RL.1	Reading Literature	Key Ideas and Details	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RL.2	Reading Literature	Key Ideas and Details	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
8.RL.3	Reading Literature	Key Ideas and Details	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
8.RL.4	Reading Literature	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RL.5	Reading Literature	Craft and Structure	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
8.RL.6	Reading Literature	Craft and Structure	Analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.
8.RL.7	Reading Literature	Integration of Knowledge and Ideas	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.
8.RL.8	Reading Literature	Integration of Knowledge and Ideas	(Not applicable to literature)
8.RL.9	Reading Literature	Integration of Knowledge and Ideas	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
8.RL.10	Reading Literature	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
8.RI.1	Reading Informational	Key Ideas and Details	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RI.2	Reading Informational	Key Ideas and Details	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
8.RI.3	Reading Informational	Key Ideas and Details	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories).
8.RI.4	Reading Informational	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RI.5	Reading Informational	Craft and Structure	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.RI.6	Reading Informational	Craft and Structure	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
8.RI.7	Reading Informational	Integration of Knowledge and Ideas	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
8.RI.8	Reading Informational	Integration of Knowledge and Ideas	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.
8.RI.9	Reading Informational	Integration of Knowledge and Ideas	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
8.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

8.W.1	Writing	Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.
8.W.1.a	Writing	Text Types and Purposes	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
8.W.1.b	Writing	Text Types and Purposes	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
8.W.1.c	Writing	Text Types and Purposes	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
8.W.1.d	Writing	Text Types and Purposes	Establish and maintain a formal style.
8.W.1.e	Writing	Text Types and Purposes	Provide a concluding statement or section that follows from and supports the argument presented.
8.W.2	Writing	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
8.W.2.a	Writing	Text Types and Purposes	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
8.W.2.b	Writing	Text Types and Purposes	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
8.W.2.c	Writing	Text Types and Purposes	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
8.W.2.d	Writing	Text Types and Purposes	Use precise language and domain-specific vocabulary to inform about or explain the topic.
8.W.2.e	Writing	Text Types and Purposes	Establish and maintain a formal style.
8.W.2.f	Writing	Text Types and Purposes	Provide a concluding statement or section that follows from and supports the information or explanation presented.
8.W.3	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
8.W.3.a	Writing	Text Types and Purposes	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.
8.W.3.b	Writing	Text Types and Purposes	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
8.W.3.c	Writing	Text Types and Purposes	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.
8.W.3.d	Writing	Text Types and Purposes	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
8.W.3.e	Writing	Text Types and Purposes	Provide a conclusion that follows from and reflects on the narrated experiences or events.
8.W.4	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
8.W.5	Writing	Production and Distribution of Writing	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.
8.W.6	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
8.W.7	Writing	Research to Build and Present Knowledge	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.W.8	Writing	Research to Build and Present Knowledge	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.W.9	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.
8.W.9.a	Writing	Research to Build and Present Knowledge	Apply grade 8 Reading standards to literature (e.g. "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
8.W.9.b	Writing	Research to Build and Present Knowledge	Apply grade 8 Reading standards to literary nonfiction (e.g. "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
8.W.10	Writing	Range of Writing	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.
8.SL.1	Speaking & Listening	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
8.SL.1.a	Speaking & Listening	Comprehension and Collaboration	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.
8.SL.1.b	Speaking & Listening	Comprehension and Collaboration	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
8.SL.1.c	Speaking & Listening	Comprehension and Collaboration	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
8.SL.1.d	Speaking & Listening	Comprehension and Collaboration	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
8.SL.2	Speaking & Listening	Comprehension and Collaboration	Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.
8.SL.3	Speaking & Listening	Comprehension and Collaboration	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
8.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
8.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
8.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
8.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
8.L.1.a	Language	Conventions of Standard English	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
8.L.1.b	Language	Conventions of Standard English	Form and use verbs in the active and passive voice.
8.L.1.c	Language	Conventions of Standard English	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

8.L.1.d	Language	Conventions of Standard English	Recognize and correct inappropriate shifts in verb voice and mood.*
8.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
8.L.2.a	Language	Conventions of Standard English	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
8.L.2.b	Language	Conventions of Standard English	Use an ellipsis to indicate an omission.
8.L.2.c	Language	Conventions of Standard English	Spell correctly.
8.L.3	Language	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
8.L.3.a	Language	Knowledge of Language	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
8.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
8.L.4.a	Language	Vocabulary Acquisition and Use	Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
8.L.4.b	Language	Vocabulary Acquisition and Use	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. precede, recede, secede).
8.L.4.c	Language	Vocabulary Acquisition and Use	Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
8.L.4.d	Language	Vocabulary Acquisition and Use	Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).
8.L.5	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
8.L.5.a	Language	Vocabulary Acquisition and Use	Interpret figures of speech (e.g. verbal irony, puns) in context.
8.L.5.b	Language	Vocabulary Acquisition and Use	Use the relationship between particular words to better understand each of the words.
8.L.5.c	Language	Vocabulary Acquisition and Use	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. bullheaded, willful, firm, persistent, resolute).
8.L.6	Language	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ninth and Tenth Grade English Language Arts

9-10.RL.1	Reading Literature	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise. 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. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g. Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
9-10.RL.2	Reading Literature	Key Ideas and Details	(Not applicable to literature)
9-10.RL.3	Reading Literature	Key Ideas and Details	
9-10.RL.4	Reading Literature	Craft and Structure	
9-10.RL.5	Reading Literature	Craft and Structure	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). By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9-10.RL.6	Reading Literature	Craft and Structure	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RL.7	Reading Literature	Integration of Knowledge and Ideas	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RL.8	Reading Literature	Integration of Knowledge and Ideas	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
9-10.RL.9	Reading Literature	Integration of Knowledge and Ideas	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
9-10.RL.10	Reading Literature	Range of Reading and Level of Text Complexity	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter).
9-10.RI.1	Reading Informational	Key Ideas and Details	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
9-10.RI.2	Reading Informational	Key Ideas and Details	Analyze various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), determining which details are emphasized in each account.
9-10.RI.3	Reading Informational	Key Ideas and Details	
9-10.RI.4	Reading Informational	Craft and Structure	
9-10.RI.5	Reading Informational	Craft and Structure	
9-10.RI.6	Reading Informational	Craft and Structure	
9-10.RI.7	Reading Informational	Integration of Knowledge and Ideas	

9-10.RI.8	Reading Informational	Integration of Knowledge and Ideas	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.
9-10.RI.9	Reading Informational	Integration of Knowledge and Ideas	Analyze seminal U.S. documents of historical and literary significance (e.g. Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
9-10.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9-10.W.1	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9-10.W.1.a	Writing	Text Types and Purposes	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.
9-10.W.1.b	Writing	Text Types and Purposes	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.
9-10.W.1.c	Writing	Text Types and Purposes	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.
9-10.W.1.d	Writing	Text Types and Purposes	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
9-10.W.1.e	Writing	Text Types and Purposes	Provide a concluding statement or section that follows from and supports the argument presented.
9-10.W.2	Writing	Text Types and Purposes	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.
9-10.W.2.a	Writing	Text Types and Purposes	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.
9-10.W.2.b	Writing	Text Types and Purposes	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.
9-10.W.2.c	Writing	Text Types and Purposes	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
9-10.W.2.d	Writing	Text Types and Purposes	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
9-10.W.2.e	Writing	Text Types and Purposes	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
9-10.W.2.f	Writing	Text Types and Purposes	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).
9-10.W.3	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
9-10.W.3.a	Writing	Text Types and Purposes	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.
9-10.W.3.b	Writing	Text Types and Purposes	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

9-10.W.3.c	Writing	Text Types and Purposes	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
9-10.W.3.d	Writing	Text Types and Purposes	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
9-10.W.3.e	Writing	Text Types and Purposes	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
9-10.W.4	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
9-10.W.5	Writing	Production and Distribution of Writing	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.
9-10.W.6	Writing	Production and Distribution of Writing	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.
9-10.W.7	Writing	Research to Build and Present Knowledge	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.
9-10.W.8	Writing	Research to Build and Present Knowledge	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.
9-10.W.9	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.
9-10.W.9.a	Writing	Research to Build and Present Knowledge	Apply grades 9–10 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]").
9-10.W.9.b	Writing	Research to Build and Present Knowledge	Apply grades 9–10 Reading standards to literary nonfiction (e.g. "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
9-10.W.10	Writing	Range of Writing	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.
9-10.SL.1	Speaking & Listening Collaboration	Comprehension and Collaboration	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9-10.SL.1.a	Speaking & Listening Collaboration	Comprehension and Collaboration	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.
9-10.SL.1.b	Speaking & Listening Collaboration	Comprehension and Collaboration	Work with peers to set rules for collegial discussions and decision-making (e.g. informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
9-10.SL.1.c	Speaking & Listening Collaboration	Comprehension and Collaboration	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.
9-10.SL.1.d	Speaking & Listening Collaboration	Comprehension and Collaboration	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

9-10.SL.2	Speaking & Listening	Comprehension and Collaboration	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
9-10.SL.3	Speaking & Listening	Comprehension and Collaboration	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
9-10.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	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.
9-10.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	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.
9-10.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
9-10.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9-10.L.1.a	Language	Conventions of Standard English	Use parallel structure.*
9-10.L.1.b	Language	Conventions of Standard English	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9-10.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9-10.L.2.a	Language	Conventions of Standard English	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
9-10.L.2.b	Language	Conventions of Standard English	Use a colon to introduce a list or quotation.
9-10.L.2.c	Language	Conventions of Standard English	Spell correctly.
9-10.L.3	Language	Knowledge of Language	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.
9-10.L.3.a	Language	Knowledge of Language	Write and edit work so that it conforms to the guidelines in a style manual (e.g. MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
9-10.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
9-10.L.4.a	Language	Vocabulary Acquisition and Use	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.
9-10.L.4.b	Language	Vocabulary Acquisition and Use	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. analyze, analysis, analytical; advocate, advocacy).
9-10.L.4.c	Language	Vocabulary Acquisition and Use	Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
9-10.L.4.d	Language	Vocabulary Acquisition and Use	Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).
9-10.L.5	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
9-10.L.5.a	Language	Vocabulary Acquisition and Use	Interpret figures of speech (e.g. euphemism, oxymoron) in context and analyze their role in the text.

9-10.L.5.b Language

Vocabulary Acquisition
and Use

Analyze nuances in the meaning of words with similar denotations.

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

9-10.L.6 Language

Vocabulary Acquisition
and Use

Eleventh and Twelfth English Language Arts

11-12.RL.1	Reading Literature	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
11-12.RL.2	Reading Literature	Key Ideas and Details	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
11-12.RL.3	Reading Literature	Key Ideas and Details	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
11-12.RL.4	Reading Literature	Craft and Structure	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
11-12.RL.5	Reading Literature	Craft and Structure	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
11-12.RL.6	Reading Literature	Craft and Structure	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
11-12.RL.7	Reading Literature	Integration of Knowledge and Ideas	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.)
11-12.RL.8	Reading Literature	Integration of Knowledge and Ideas	(Not applicable to literature)
11-12.RL.9	Reading Literature	Integration of Knowledge and Ideas	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.
11-12.RL.10	Reading Literature	Range of Reading and Level of Text Complexity	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
11-12.RI.1	Reading Informational	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
11-12.RI.2	Reading Informational	Key Ideas and Details	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
11-12.RI.3	Reading Informational	Key Ideas and Details	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
11-12.RI.4	Reading Informational	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
11-12.RI.5	Reading Informational	Craft and Structure	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.
11-12.RI.6	Reading Informational	Craft and Structure	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

11-12.RI.7	Reading Informational	Integration of Knowledge and Ideas	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g. in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. The Federalist, presidential addresses).
11-12.RI.8	Reading Informational	Integration of Knowledge and Ideas	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
11-12.RI.9	Reading Informational	Integration of Knowledge and Ideas	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
11-12.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
11-12.W.1	Writing	Text Types and Purposes	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.
11-12.W.1.a	Writing	Text Types and Purposes	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.
11-12.W.1.b	Writing	Text Types and Purposes	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.
11-12.W.1.c	Writing	Text Types and Purposes	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
11-12.W.1.d	Writing	Text Types and Purposes	Provide a concluding statement or section that follows from and supports the argument presented.
11-12.W.1.e	Writing	Text Types and Purposes	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.
11-12.W.2	Writing	Text Types and Purposes	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.
11-12.W.2.a	Writing	Text Types and Purposes	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.
11-12.W.2.b	Writing	Text Types and Purposes	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.
11-12.W.2.c	Writing	Text Types and Purposes	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
11-12.W.2.d	Writing	Text Types and Purposes	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
11-12.W.2.e	Writing	Text Types and Purposes	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).
11-12.W.2.f	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
11-12.W.3	Writing	Text Types and Purposes	

11-12.W.3.a	Writing	Text Types and Purposes	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.
11-12.W.3.b	Writing	Text Types and Purposes	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
11-12.W.3.c	Writing	Text Types and Purposes	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).
11-12.W.3.d	Writing	Text Types and Purposes	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
11-12.W.3.e	Writing	Text Types and Purposes	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
11-12.W.4	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
11-12.W.5	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
11-12.W.6	Writing	Production and Distribution of Writing	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.
11-12.W.7	Writing	Research to Build and Present Knowledge	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.
11-12.W.8	Writing	Research to Build and Present Knowledge	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.
11-12.W.9	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.
11-12.W.9.a	Writing	Research to Build and Present Knowledge	Apply grades 11–12 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”).
11-12.W.9.b	Writing	Research to Build and Present Knowledge	Apply grades 11–12 Reading standards to literary nonfiction (e.g. “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [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. The Federalist, presidential addresses]”).
11-12.W.10	Writing	Range of Writing	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
11-12.SL.1	Speaking & Listening	Comprehension and Collaboration	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
11-12.SL.1.a	Speaking & Listening	Comprehension and Collaboration	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.

11-12.SL.1.b	Speaking & Listening	Comprehension and Collaboration	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
11-12.SL.1.c	Speaking & Listening	Comprehension and Collaboration	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.
11-12.SL.1.d	Speaking & Listening	Comprehension and Collaboration	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
11-12.SL.2	Speaking & Listening	Comprehension and Collaboration	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.
11-12.SL.3	Speaking & Listening	Comprehension and Collaboration	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.
11-12.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	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.
11-12.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	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.
11-12.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
11-12.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
11-12.L.1.a	Language	Conventions of Standard English	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
11-12.L.1.b	Language	Conventions of Standard English	Resolve issues of complex or contested usage, consulting references (e.g. Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
11-12.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
11-12.L.2.a	Language	Conventions of Standard English	Observe hyphenation conventions.
11-12.L.2.b	Language	Conventions of Standard English	Spell correctly.
11-12.L.3	Language	Knowledge of Language	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.
11-12.L.3.a	Language	Knowledge of Language	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.
11-12.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
11-12.L.4.a	Language	Vocabulary Acquisition and Use	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.
11-12.L.4.b	Language	Vocabulary Acquisition and Use	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).

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 preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

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

11-12.L.4.c	Language	Vocabulary Acquisition and Use
11-12.L.4.d	Language	Vocabulary Acquisition and Use
11-12.L.5	Language	Vocabulary Acquisition and Use
11-12.L.5.a	Language	Vocabulary Acquisition and Use
11-12.L.5.b	Language	Vocabulary Acquisition and Use
11-12.L.6	Language	Vocabulary Acquisition and Use