



IDAHO CONTENT STANDARDS

# English Language Arts/Literacy

*Literacy in History/Social Studies, Science, Technical Subjects, and Handwriting*



[www.sde.idaho.gov/academic/ela-literacy](http://www.sde.idaho.gov/academic/ela-literacy)



# Table of Contents

<b>Introduction</b> .....	<b>1</b>	Standard 10: Range, Quality, and Complexity of Student Reading K-5.....	<b>33</b>
About the Idaho Content Standards.....	2	<b>English Language Arts/Literacy Handwriting: K-6 Section</b> .....	<b>36</b>
How to Write the Idaho Content Standards.....	2	Handwriting Standards K-6.....	37
Key Design Considerations.....	3	<b>English Language Arts/Literacy: 6-12 Section</b> .....	<b>38</b>
What is Not Covered by the Standards.....	5	College and Career Readiness Anchor Standards for Reading.....	39
Students who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language.....	6	Reading Standards for Literature 6-8.....	40
How to Read This Document.....	7	Reading Standards for Literature 9-12.....	42
<b>English Language Arts/Literacy &amp; Literacy in History/Social Studies, Science, and Technical Subjects: K-5 Section</b> .....	<b>8</b>	Reading Standards for Informational Text 6-8.....	43
College and Career Readiness Anchor Standards for Reading.....	9	Reading Standards for Informational Text 9-12.....	45
Reading Standards for Literature K-2.....	10	College and Career Readiness Anchor Standards for Writing.....	47
Reading Standards for Literature 3-5.....	11	Writing Standards 6-8.....	48
Reading Standards for Informational Text K-2.....	12	Writing Standards 9-12.....	51
Reading Standards for Informational Text 3-5.....	13	College and Career Readiness Anchor Standards for Speaking and Listening.....	54
Reading Standards for Foundational Skills K-2.....	14	Speaking and Listening Standards 6-8.....	55
Reading Standards for Foundational Skills 3-5.....	16	Speaking and Listening Standards 9-12.....	57
College and Career Readiness Anchor Standards for Writing.....	17	College and Career Readiness Anchor Standards for Language.....	58
Writing Standards K-2.....	18	Language Standards 6-8.....	59
Writing Standards 3-5.....	19	Language Standards 9-12.....	61
College and Career Readiness Anchor Standards for Speaking and Listening.....	22	Language Progressive Skills, by Grade.....	63
Speaking and Listening Standards K-2.....	23	Standard 10: Range, Quality, and Complexity of Student Reading 6-12.....	64
Speaking and Listening Standards 3-5.....	24	<b>Literacy in History/Social Studies, Science, and Technical Subjects: 6-12 Section</b> .....	<b>66</b>
College and Career Readiness Anchor Standards for Language.....	25	College and Career Readiness Anchor Standards for Reading.....	67
Language Standards K-2.....	26	Reading Standards for Literacy in History/Social Studies 6-12.....	68
Language Standards 3-5.....	29	Reading Standards for Literacy in Science and Technical Subjects 6-12.....	70
Language Progressive Skills, by Grade.....	32	College and Career Readiness Anchor Standards for Writing.....	72
		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12.....	73

# Idaho Content Standards

---

---

# Introduction

## About the Idaho Content Standards in English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects

Idaho Content Standards describe what Idaho students should know and be able to do at each grade level in certain content areas. Content standards are reviewed by teams of Idaho educators on a rotating basis every six years to ascertain whether changes or revisions are indicated to ensure that the most current and effective standards form the foundational basis for instruction, which is the responsibility of each local public school district. Idaho's Content Standards were revised and adapted in 2015 by Idaho Stakeholders from the Common Core State Standards for English Language Arts/Literacy and Literacy in History/Social Studies, Science, and Technical Subjects. In 2015, Idaho's Content Standards in English Language Arts & Literacy were reviewed through a four-month online review process. In December of 2015, Stake Holders from across Idaho came together to review all comments and suggestions submitted.

The committee then recommended changes to Idaho's English Language Arts (ELA)/Literacy Standards to best meet the needs of Idaho students and educators. Legislation approved these standards during the 2017 Idaho Session.

## How to Write the Idaho Content Standards for English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects

Full Name of Standard (Grade Level Indicator)	Standard Abbreviation	Grade Level	Standard Number	Standard Subcategory Letter (if applicable)	How to Write as College-Career Readiness Anchor (CCRA) Standard (no grade level indicated)	How to Write for Grade Level Standard
Reading Literature (K-12)	RL	6	3	n/a	CCRA.R.3	RL.6.3
Reading Informational Text (K-12)	RI	9-10	9	n/a	CCRA.R.9	RI.9-10.9
Reading Literacy in History/Social Studies (6-12)	RH	9-10	2	n/a	CCRA.R.2	RH.9-10.2
Reading Literacy in Science and Technical Subjects (6-12)	RST	11-12	9	n/a	CCRA.R.9	RST.11-12.9
Reading Foundational Skills (K-5)	RF	1	2	b	CCRA.R.2	RF.1.2.b
Writing (K-12)	W	7	9	b	CCRA.W.9	W.7.9.b
Writing Literacy in History/Social Studies, Science, and Technical Subjects (6-12)	WHST	11-12	2	e	CCRA.W.2	WHST.11-12.2.e
Speaking and Listening (K-12)	SL	8	1	e	CCRA.SL.1	SL.8.1.e
Language (K-12)	L	11-12	4	d	CCRA.L.4	L.11-12.4.d
Handwriting (K-6)	HW	1	1	a	No anchor standard	HW.1.1.a

### Write Anchor Standards as: College & Career Readiness Anchor Standard, Standard Strand, Standard Number

- College & Career Readiness Anchor, Reading (both Reading Literature and Reading Informational Text are just Reading), Standard 1: **CCRA.R.1**
- College & Career Readiness Anchor, Writing, Standard 9: **CCRA.W.9**

### Write Grade Level Standards as: Standard, Grade Level, Standard Number, Subcategory letter if applicable

- Speaking and Listening, Eighth grade, Standard 1, Subcategory letter e: **SL.8.1.e**
- Writing in History/Social Studies, Science, and Technical Subjects, Eleventh-Twelfth grades, Standard 2, Subcategory letter e: **WHST.11-12.2.e**
- Reading Literature, Sixth grade, Standard 3: **RL.6.3**
- Reading Informational Text, Ninth-Tenth grades, Standard 9: **RI.9-10.9**

## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9-12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K-8; grade bands for 9-10 and 11-12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9-12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

### Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K-5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

The Standards are not alone in calling for a special emphasis on informational text. The 2015 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

### Distribution of Literary and Informational Passages by Grade in the 2015 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2015 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K-5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6-12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.<sup>1</sup>

### Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition. Iowa City, IA: ACT, Inc.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP writing framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9-12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.<sup>2</sup>

### Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1-3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

<sup>1</sup>The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

<sup>2</sup>As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

## What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for the use of Braille, screen-reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

## Students who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

### They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

### They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

### They use technology and digital media strategically and capably.

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

### They come to understand other perspectives and cultures.

Students appreciate that the twenty-first century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.



## How to Read This Document

### Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area-specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document:

- Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms.
- Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks.
- Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

### Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

### Key Features of the Standards

#### Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning-reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

#### Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

#### Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

#### Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

# Idaho Content Standards

---

## English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects: **K-5 Section**

## College and Career Readiness Anchor Standards for Reading

The grades K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

**CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Craft and Structure

**CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

**CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

*\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

### Note on range and content of student reading

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.*

*Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

## Reading Standards for Literature K-2

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Key Ideas and Details

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<del>RL.K.1</del> With prompting and support, <del>a</del> Ask and answer questions about key details in a texts <del>heard</del> .	<del>RL.1.1</del> Ask and answer questions about key details in <del>a</del> texts <del>heard or read</del> .	<del>RL.2.1</del> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in <del>grade-level</del> <del>a</del> texts <del>heard or read</del> .
<del>RL.K.2</del> With prompting and support, <del>r</del> Retell key details of familiar stories, poems, and nursery rhymes <del>heard</del> including key details.	<del>RL.1.2</del> Retell the beginning, middle, and end of familiar stories <del>with</del> including key details <del>heard or read</del> , <del>r</del> and demonstrating understanding of their central messages or <del>morals</del> . <del>lesson</del> .	<del>RL.2.2</del> Recount stories, including fables and folktales Identify the central message, lesson, or moral of stories (including fables and folktales) from diverse cultures <del>heard or read</del> . <del>r</del> and determine their central message, lesson, or moral.
<del>RL.K.3</del> With prompting and support, Describe the <del>connections between</del> identify characters, settings, and major events in <del>stories heard</del> <del>a</del> story.	<del>RL.1.3</del> Describe the <del>connection between</del> characters, settings, and major events in <del>a</del> stories <del>heard</del> , <del>r</del> using key details.	<del>RL.2.3</del> Describe how characters in <del>a</del> stories <del>heard or read</del> <del>r</del> respond to major events and challenges.

### Craft and Structure

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<del>RL.K.4</del> Ask and answer questions about unknown words in a text.	<del>RL.1.4</del> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<del>RL.2.4</del> With guidance and support from adults, identify and describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<del>RL.K.5</del> Recognize common types of texts (e.g., storybooks, poems).	<del>RL.1.5</del> Explain Describe major differences between books that tell stories and books that give information. <del>r</del> drawing on a wide reading of a range of text types.	<del>RL.2.5</del> Describe the overall structure of <del>a</del> stories <del>heard or read</del> <del>r</del> , including describing how the beginning introduces the story and the ending concludes the action.
<del>RL.K.6</del> With prompting and support, name the author and illustrator of a story and define the role of <del>authors and illustrators each</del> in presenting the ideas or information in stories. <del>telling the story</del> .	<del>RL.1.6</del> Identify Describe who is telling the stories <del>heard or read</del> <del>r</del> at various points in a texts.	<del>RL.2.6</del> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### Integration of Knowledge and Ideas

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<del>RL.K.7</del> 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).	<del>RL.1.7</del> Use illustrations and details in a story to describe its characters, setting, or events.	<del>RL.2.7</del> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<del>RL.K.8</del> (Not applicable to literature)	<del>RL.1.8</del> (Not applicable to literature)	<del>RL.2.8</del> (Not applicable to literature)
<del>RL.K.9</del> With prompting and support, compare and contrast the adventures <del>or and</del> experiences of characters in familiar Stories <del>heard</del> .	<del>RL.1.9</del> Compare and contrast the adventures <del>or and</del> experiences of characters in stories <del>heard</del> .	<del>RL.2.9</del> Compare and contrast two or more versions of the same story ( <del>heard or read</del> ) e.g., Cinderella stories by different authors or from different cultures.

### Range of Reading and Level of Text Complexity

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
------------------	-------------------	-------------------

<p><del>RL.K.10</del> Actively engage in group reading activities with purpose and understanding.</p>	<p><del>RL.1.10</del> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p><del>RL.2.10</del> By the end of the year, Independently and proficiently read and comprehend texts representing a balance of genres, cultures and perspectives, that exhibit literature, including stories and poetry, in the grades 2-3 text complexity at the lower end of the grades 2-3 band. proficiently, with scaffolding as needed at the high end of the range.</p>
---	--	--

## Reading Standards for Literature 3–5

RL

## Key Ideas and Details

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a <b>grade-level</b> texts, referring explicitly to the text as the basis for the answers.	<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.3.2</b> <b>Recount</b> Describe key details from stories, (including fables, folktales, and tall tales) <b>myths</b> from diverse cultures; and explain how they support <b>determine</b> the central <b>message</b> , lesson, <b>or</b> moral, <b>or</b> theme. <b>and explain how it is conveyed through key details in the text.</b>	<b>RL.4.2</b> Determine the <b>central a</b> theme <b>of a</b> in stories (including myths and legends) <b>y, drama, or</b> poems or plays and explain how they are supported by <b>from key details in the text; summarize the text.</b>	<b>RL.5.2</b> Summarize a text and <b>D</b> determine the <b>central a</b> themes <b>of a</b> stories, <b>y, drama, or</b> plays, or poems <b>from details in the text</b> , including how they are developed using details. <b>characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</b>
<b>RL.3.3</b> Describe Explain how characters develop in a story (e.g., their traits, motivations, or feelings) <b>throughout the text.</b> <b>and explain how their actions contribute to the sequence of events.</b>	<b>RL.4.3</b> Describe in depth Describe a character, setting, or event in <b>depth in a</b> stories <b>y and plays, or drama</b> , drawing on specific details in the texts (e.g., a character's thoughts, words, or actions).	<b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in <b>a</b> stories <b>or plays y or drama</b> , drawing on specific details in the text. <b>(e.g., how characters interact).</b>

## Craft and Structure

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>RL.4.4</b> 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).	<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<b>RL.3.5</b> 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. <b>Explain major structural differences between poems, plays, and prose.</b>	<b>RL.4.5</b> Explain <b>major differences between poems, drama, and prose, and refer to the overall structure of stories, plays, and elements of poems and how each successive part builds on earlier sections.</b> (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<b>RL.5.5</b> Explain how <b>a series of</b> chapters, scenes, or stanzas <b>work fits</b> together to provide the overall structure of a particular story, drama, or poem. <b>literacy text.</b>
<b>RL.3.6</b> Distinguish their own <b>Explain the difference between a narrator's</b> point of view and various <b>from that of the narrator or those of the</b> characters' perspectives in stories. <b>.</b>	<b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>RL.5.6</b> Describe Explain how a narrator's or speaker's point of view influences how events are described in stories, plays, or poems.

## Integration of Knowledge and Ideas

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<b>RL.3.7</b> 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).	<b>RL.4.7</b> 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.	<b>RL.5.7</b> 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).
<b>RL.3.8</b> (Not applicable to literature)	<b>RL.4.8</b> (Not applicable to literature)	<b>RL.5.8</b> (Not applicable to literature)
<b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters <b>(e.g., in books from a series).</b>	<b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events <b>(e.g., the quest)</b> in stories, myths, and traditional literature from different cultures.	<b>RL.5.9</b> Compare and contrast stories in the same genre <b>(e.g., mysteries and adventure stories)</b> on their approaches to similar themes and topics.

**Range of Reading and Level of Text Complexity**

<b>Grade 3 Students:</b>	<b>Grade 4 Students:</b>	<b>Grade 5 Students:</b>
<p><b>RL.3.10</b> By the end of the year, Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the 2-3 band. <del>literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</del></p>	<p><b>RL.4.10</b> By the end of the year, Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4-5 grade band. <del>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.</del></p>	<p><b>RL.5.10</b> By the end of the year, read and comprehend <del>literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</del></p>

## Reading Standards for Informational Text K-2

RI

### Key Ideas and Details

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<b>RI.K.1</b> With prompting and support, ask and answer questions about <b>Retell</b> -key details of <b>in a texts heard</b> .	<b>RI.1.1</b> Ask and answer questions about <b>Retell</b> key details of texts that demonstrate understanding of the main topics of texts heard or read. <b>in a text.</b>	<b>RI.2.1</b> Ask and answer questions as <b>who, what, where, when, why, and how</b> , to demonstrate understanding of key details in a text.
<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	<b>RI.1.2</b> Identify the main topic and retell key details of a text.	<b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in <b>a texts heard</b> .	<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in <b>a texts heard or read</b> .	<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### Craft and Structure

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.	<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>RI.K.5</b> Identify the front cover, back cover, and title page of non-fiction texts. <b>a book.</b>	<b>RI.1.5</b> Know and use various text features (e.g., <b>tables of contents</b> headings, <b>tables of contents</b> , glossaries, <b>electronic menus</b> , icons, <b>index</b> ) to locate key facts or information in a text.	<b>RI.2.5</b> 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.
<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### Integration of Knowledge and Ideas

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<b>RI.K.7</b> 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).	<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	<b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>RI.K.8</b> With prompting and support, identify the reasons <b>an authors</b> gives to support points in <b>a texts heard</b> .	<b>RI.1.8</b> Identify the reasons <b>an authors</b> gives to support points in a text.	<b>RI.2.8</b> Describe how <b>authors use facts and reasons</b> to <b>reasons</b> support specific points <b>the author makes</b> in a text.
<b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>RI.1.9</b> Identify basic similarities in and differences between two texts <b>heard or read</b> on the same topic. (e.g., in illustrations, descriptions, or procedures).	<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.

### Range of Reading and Level of Text Complexity

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.	<b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	<b>RI.2.10</b> By the end of the 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.



## Reading Standards for Informational Text 3–5

RI

## Key Ideas and Details

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.3.2</b> Determine the main idea of a text; describe key details from texts and explain how they support the main idea.	<b>RI.4.2</b> Determine the central/main idea of a text and explain how it is supported by key details; summarize the texts.	<b>RI.5.2</b> Determine two or more main ideas of a text, including and explain how they are developed using supported by key details; summarize the texts.
<b>RI.3.3</b> Describe the relationship between a series of events, concepts, steps, or procedures in a text, using words that pertain to comparison, time, sequence, and cause/effect.	<b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why.	<b>RI.5.3</b> 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.

## Craft and Structure

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>RI.4.5</b> Describe the overall structure (e.g., description, chronology, comparison, cause/effect, problem/solution) and how each successive part builds on earlier sections of events, ideas, concepts, or information in a text or part of a text.	<b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or of informational texts (e.g., description, sequence, comparison, problem-solution, cause/effect).
<b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.	<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## Integration of Knowledge and Ideas

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<b>RI.3.7</b> 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).	<b>RI.4.7</b> 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.	<b>RI.5.7</b> 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.
<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>RI.4.8</b> Explain how an author uses evidence and reasons and evidence to support specific points in a text.	<b>RI.5.8</b> Explain how an author uses evidence and reasons and evidence to support specific claims in a text, identifying which reasons and evidence support which point(s) claims.
<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>RI.4.9</b> Integrate information from two texts on the same topic, noting important similarities and differences in focus and the information provided.	<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably to demonstrate a coherent understanding of the information.

**Range of Reading and Level of Text Complexity**

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><del>RI.3.10</del> 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.</p>	<p><del>RI.4.10</del> 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.</p>	<p><del>RI.5.10</del> 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.</p>

## Reading Standards for Foundational Skills K-2 ~~No Anchor Standards for Foundational Skills~~ RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

*Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

### Print Concepts

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<p><del>RF.K.1</del> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li><del>a-</del> Read <del>Follow words from</del> left to right, top to bottom, and page by page.</li> <li><del>b-</del> Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li><del>c-</del> Understand that words are separated by spaces in print.</li> <li><del>d-</del> Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	<p><del>RF.1.1</del> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li><del>a-</del> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul> <p>In Kindergarten</p>	<p>In Kindergarten and First grade</p>

### Phonological Phonemic Awareness

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<p><del>RF.K.2</del> Demonstrate understanding of spoken words, syllables, and sounds (<del>phonemes</del>).</p> <ul style="list-style-type: none"> <li><del>a-</del> Identify <del>Recognize</del> and produce rhyming words.</li> <li><del>b-</del> Count, pronounce, blend, and segment syllables in spoken words.</li> <li><del>c-</del> Blend and segment onsets and rimes of single-syllable spoken words.</li> <li><del>d-</del> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and say the resulting word. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li><del>e-</del> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<p><del>RF.1.2</del> Demonstrate understanding of spoken words, syllables, and sounds. (<del>phonemes</del>).</p> <ul style="list-style-type: none"> <li><del>a-</del> Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li><del>b-</del> Orally produce single-syllable words by blending sounds (<del>phonemes</del>), including consonant blends.</li> <li><del>c-</del> Isolate and pronounce initial, medial vowel, and final sounds (<del>phonemes</del>) in spoken single-syllable words.</li> <li><del>d-</del> Segment and blend sequences of individual sounds in spoken single-syllable words. into their complete sequence of individual sounds (<del>phonemes</del>).</li> </ul>	<p>In Kindergarten <del>and</del> First grade, and second grade</p>

## Reading Standards for Foundational Skills K-2 No Anchor Standards for Foundational Skills RF

*Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

### Phonics and Decoding Word Recognition

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<p><del>RF.K.3</del> Know and apply Use knowledge of grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate <b>basic</b> knowledge of one-to-one letter- sound correspondences by producing the <del>primary or many of</del> the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds <b>with common spellings (graphemes)</b> for the five major vowels.</p> <p>c. Read common high-frequency words <b>with automaticity</b> by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled <b>CVC</b> words by identifying the sounds of the letters that differ.</p>	<p><del>RF.1.3</del> Know and apply Use knowledge of -grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs. <del>(two letters that represent one sound).</del></p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa and oe).</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. <del>Read</del> Decode frequently encountered words with inflectional endings (e.g., -s, -ed, -est).</p> <p>g. Recognize and read grade-appropriate irregularly spelled words (e.g., what, said, have).</p>	<p><del>RF.2.3</del> Know and apply Use knowledge of grade-level phonics and word analysis skills in decoding words.</p> <p>a. <del>Distinguish long and short vowels when reading regularly spelled one-syllable words.</del></p> <p>b. Know spelling-sound correspondences for additional common <b>short and long</b> vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes (e.g., -un,-dis,-ful,-less).</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been) including silent letter combinations).</p>

### Reading Fluency

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<p><del>RF.K.4</del> Read emergent-reader texts (e.g., rhymes, songs, simple poems) with purpose and understanding.</p>	<p><del>RF.1.4</del> Read grade-level text with accuracy, appropriate rate, and expression <b>with sufficient accuracy and fluency</b> to support comprehension <b>in successive readings</b>.</p> <p>a. <del>Read grade-level text with purpose and understanding.</del></p> <p>b. <del>Read grade-level text orally with accuracy, appropriate rate, and expression.</del></p> <p>c.a. <del>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</del></p>	<p><del>RF.2.4</del> Read grade-level text with accuracy, appropriate rate, and expression <b>with sufficient accuracy and fluency</b> to support comprehension <b>in successive readings</b>.</p> <p>a. <del>Read grade-level text with purpose and understanding.</del></p> <p>b. <del>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</del></p> <p>c. <del>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</del></p>

## Reading Standards for Foundational Reading Skills 3–5 ~~No Anchor Standards for Foundational Skills~~

RF

### Print Concepts

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
In Kindergarten <del>and First grade</del>	In Kindergarten and First grade	In Kindergarten and First grade

### Phonological ~~Phonemic~~ Awareness

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
In Kindergarten, <del>and First</del> grade 1, and grade 2.	In Kindergarten and First grade	In Kindergarten and First grade

### Phonics and ~~Decoding~~ Word Recognition

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><del>RF.3.3</del> Use knowledge of <del>know and apply</del> grade-level phonics and word analysis skills to <del>in</del> decoding words.</p> <p><del>a.</del> Decode words when known affixes are added to a known word. <del>Identify and know the meaning of the most common prefixes and derivational suffixes.</del></p> <p><del>b.</del> Decode words with common Greek and Latin roots (e.g., trans, port, bio). <del>suffixes.</del></p> <p><del>c.</del> Decode multi-syllable words.</p> <p><del>d.</del> Read grade-appropriate irregularly spelled words (come, friend, today).</p>	<p><del>RF.4.3</del> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar grade appropriate multisyllabic words (e.g., depart, beneficial, recycle) in context and out of context.</p>	<p><del>RF.5.3</del> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words (e.g., disallow, misinform, transaction) in context and out of context.</p>

### Fluency

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><del>RF.3.4</del> Read grade-level text with <del>sufficient</del> accuracy, automaticity, appropriate rate, and expression in successive readings <del>and fluency</del> to support comprehension.</p> <p><del>a.</del> Read grade-level text with purpose and understanding.</p> <p><del>b.</del> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p><del>c.</del> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><del>RF.4.4</del> Read grade-level text with sufficient accuracy, automaticity, appropriate rate, and expression in successive readings <del>and fluency</del> to support comprehension.</p> <p><del>a.</del> Read grade-level text with purpose and understanding.</p> <p><del>b.</del> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p><del>c.</del> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><del>RF.5.4</del> Read grade-level text with sufficient accuracy, automaticity, appropriate rate, and expression in successive readings <del>and fluency</del> to support comprehension.</p> <p><del>a.</del> Read grade-level text with purpose and understanding.</p> <p><del>b.</del> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p><del>c.</del> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

## College and Career Readiness Anchor Standards for Writing

The grades K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

**CCRA.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCRA.W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

**CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

**CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

**CCRA.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

### Note on range and content of student writing

*To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

## Writing Strand Standards K–2

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

### Text Types and Purposes

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<b>W.K.1</b> 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 ...).	<b>W.1.1</b> 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.	<b>W.2.1</b> 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. Write arguments that express an opinion supported by details and reasons and provide a concluding sentence.
<b>W.K.2</b> 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.	<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>W.2.2</b> Write informational <del>ve</del> /explanatory texts that state a focus in which they introduce a topic, use <del>with</del> facts and details/definitions to develop points, and provide a concluding <del>sentence</del> . <del>statement or section</del> .
<b>W.K.3</b> 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.	<b>W.1.3</b> 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.	<b>W.2.3</b> Write <del>personal or fictional stories that</del> narratives in which they recount a <del>well-elaborated event or</del> short sequence of events, include details to <del>develop the characters or experiences</del> , describe actions, thoughts, and feelings, use <del>temporal words to signal event order</del> , and provide a sense of closure.

### Production and Distribution of Writing

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<b>W.K.4</b> (Begins in grade 3)	<b>W.1.4</b> (Begins in grade 3)	<b>W.2.4</b> (Begins in grade 3)
<b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>W.1.5</b> 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.	<b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>W.2.6</b> With guidance and support from adults, use technology to produce and publish writing, (using keyboarding skills to produce and publish writing.) as well as to interact and collaborate with others.

### Research to Build and Present Knowledge

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>W.1.7</b> 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).	<b>W.2.7</b> 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).
<b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.
<b>W.K.9</b> (Begins in grade 4)	<b>W.1.9</b> (Begins in grade 4)	<b>W.2.9</b> (Begins in grade 4)

### Range of Writing

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<del>W.K.10</del> (Begins in grade 3)	<del>W.1.10</del> (Begins in grade 3)	<del>W.2.10</del> (Begins in grade 3)



## Writing Standards 3-5

### Text Types and Purposes

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><b>W.3.1</b> Write arguments that introduce the topic, express an opinion supported with facts, details, and pieces on topics or texts, supporting a point of view with reasons, and provide a concluding statement.</p> <ul style="list-style-type: none"> <li>a.—Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b.—Provide reasons that support the opinion.</li> <li>c.—Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.</li> </ul>	<p><b>W.4.1</b> Write arguments that introduce the topic, express a clear opinion supported with facts, details, and reasons, and provide a concluding statement or section. pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a.—Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>b.—Provide reasons that are supported by facts and details.</li> <li>c.—Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d.—Use precise language and domain-specific vocabulary to support the opinion piece.</li> <li>e.a. Provide a concluding statement or section related to the opinion presented.</li> </ul>	<p><b>W.5.1</b> Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas, and reasons that are logically grouped and provide a concluding sentence. pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a.—Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b.—Provide logically ordered reasons that are supported by facts and details.</li> <li>c.—Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d.—Use precise language and domain-specific vocabulary to support the opinion piece.</li> <li>e. Provide a concluding statement or section related to the opinion presented.</li> </ul>
<p><b>W.3.2</b> Write informative/explanatory texts that introduce the to examine a topic, develop the focus with facts and details, and provide a concluding statement. and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a.—Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b.—Develop the topic with facts, definitions, and details.</li> <li>c.—Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d.a. Provide a concluding statement or section.</li> </ul>	<p><b>W.4.2</b> Write informationalive/explanatory texts to examine a that introduce the; develop the focus with facts, details or other information; and provide a concluding statement or section. topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a.—Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b.—Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c.—Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>d.—Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p><b>W.5.2</b> Write informational texts tht introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding sentence. ve/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a.—Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b.—Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c.—Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d.—Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>

## Writing Standards 3-5

### Text Types and Purposes (continued)

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><del>W.3.3</del> Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure. <del>narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</del></p> <p><del>W.3.4</del> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><del>W.3.5</del> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><del>W.3.6</del> Use temporal words and phrases to signal event order. Provide a sense of closure.</p>	<p><del>W.4.3</del> Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure. <del>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</del></p> <p>a. <del>— Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</del></p> <p>b. <del>— Use dialogue and description to develop experiences and events or show the responses of characters to situations.</del></p> <p>c. <del>— Use a variety of transitional words and phrases to manage the sequence of events.</del></p> <p>d. <del>— Use concrete words and phrases and sensory details to convey experiences and events precisely.</del></p> <p>e. <del>Provide a conclusion that follows from the narrated experiences or events.</del></p>	<p><del>W.5.3</del> Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events. <del>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</del></p> <p>a. <del>— Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</del></p> <p>b. <del>— Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</del></p> <p>c. <del>— Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</del></p> <p>d. <del>— Use concrete words and phrases and sensory details to convey experiences and events precisely.</del></p> <p>e. <del>Provide a conclusion that follows from the narrated experiences or events.</del></p>

### Production and Distribution of Writing

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><del>W.3.4</del> 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.)</p>	<p><del>W.4.4</del> 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.)</p>	<p><del>W.5.4</del> Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas. 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.)</p>
<p><del>W.3.5</del> With guidance and support from adults and peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of grade-level Grammar and Conventions Language standards 1-3 up to and including grade 3.)</p>	<p><del>W.4.5</del> With guidance and support from adults and peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of grade-level Grammar and Conventions) Language standards 1-3 up to and including grade 4.)</p>	<p><del>W.5.5</del> With guidance and support from adults and peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of grade-level Grammar and Conventions) - Language standards 1-3 up to and including grade 5.)</p>
<p><del>W.3.6</del> 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; demonstrate sufficient command of Use-keyboarding skills to produce and publish writing. type a minimum of one page in a single setting (e.g., 1-3 paragraphs).</p>	<p><del>W.4.6</del> With some guidance and support from adults, use technology, including the Internet, Use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. to type multi-paragraph text (e.g., 1-2 pages).</p>	<p><del>W.5.6</del> With some guidance and support from adults, use technology, including the Internet, Use technology to produce and publish writing as well as to interact and collaborate with others; demonstrating sufficient command of keyboarding skills. to type multi-paragraph text (e.g., 1-3 pages).</p>

## Writing Standards 3-5

### Research to Build and Present Knowledge

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<b>W.3.7</b> Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., (keywords, sidebars, hyperlinks) to locate information efficiently. <del>projects that build knowledge about a topic.</del>	<b>W.4.7</b> Conduct short research tasks <del>projects</del> to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources. <del>that build knowledge through investigation of different aspects of a topic.</del>	<b>W.5.7</b> Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images. <del>projects that use several sources to build knowledge through investigation of different aspects of a topic.</del>
<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>W.4.8</b> 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.	<b>W.5.8</b> 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.
<b>W.3.9</b> (Begins in grade 4)	<b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”). b.a. 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”).	<b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “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]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### Range of Writing

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<b>W.3.10</b> Develop flexibility in <del>w</del> riting by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include among others summaries, reflections, descriptions, letters, and poetry, etc. <del>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.</del>	<b>W.4.10</b> Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include among others summaries, reflections, descriptions, letters, and poetry, etc. <del>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.</del>	<b>W.5.10</b> Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include among others summaries, reflections, descriptions, critiques, letters, and poetry, etc. <del>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.</del>

## College and Career Readiness Anchor Standards for Speaking and Listening

The grades K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

**CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCRA.SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

**CCRA.SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CCRA.SL.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCRA.SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on range and content of student speaking and listening

*To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.*

## Speaking and Listening Standards K-2

SL

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Comprehension and Collaboration

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<p><b>SL.K.1</b> Participate—Engage in collaborative conversations about grade level topics and texts with peers by following agreed-upon rules for discussions; and taking turns speaking through at least two exchanges with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p><b>SL.1.1</b> Participate—Engage in collaborative Engage in collaborative discussions about <i>grade-level topics and texts</i> with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusions. <del>conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</del></p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><b>SL.2.1</b> Participate in Engage in collaborative discussions about <i>grade-level topics and texts</i> with peers by gaining the floor in respectful ways, listening to others closely and building on others' ideas, and asking for clarification and further explanation to ensure understanding.</p> <p><del>conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</del></p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<p><b>SL.K.2</b> With support, Confirm understanding of a text read aloud or information presented orally <del>or through other media</del> by asking and answering questions. <del>about key details and requesting clarification if something is not understood.</del></p>	<p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p><b>SL.K.3</b> With support, Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify <del>comprehension,</del> <del>by</del> gathering additional <del>information,</del> <del>or</del> information, or deepen understanding of a topic or issue.</p>

### Presentation of Knowledge and Ideas

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<p><b>SL.K.4</b> Describe familiar people, places, things, and events <del>and, with prompting and support,</del> <del>provide additional detail.</del></p>	<p><b>SL.1.4</b> Describe people, <del>places,</del> things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>SL.2.4</b> Tell a story or recount an experience with <del>appropriate facts and</del> relevant facts and descriptive details, speaking audibly in coherent sentences.</p>
<p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>SL.2.5</b> 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.</p>
<p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	<p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>

## Speaking and Listening Standards 3–5

SL

## Comprehension and Collaboration

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><b>SL.3.1</b> Engage in <i>effectively in a range of</i> collaborative discussions about <del>(one-on-one, in groups, and teacher-led)</del> with diverse partners on grade- level-3 -topics and texts, with peers by staying on topic, linking comments to the remarks of others, asking questions to check understanding of information being discussed;, and reviewing ideas <i>building on others' ideas and</i> expressed. <i>ing their own clearly.</i></p> <p>a. <del>—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.</del></p> <p>b. <del>—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).</del></p> <p>c. <del>—Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</del></p> <p>d.a. <del>Explain their own ideas and understanding in light of the discussion.</del></p>	<p><b>SL.4.1</b> Engage in <i>effectively in a range of</i> collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following-up on information; and reviewing key ideas expressed and explaining one's understanding. <del>(one-on-one, in groups, and teacher-led)</del> with diverse partners on grade 4 topics and texts, <i>building on others' ideas and</i> expressing their own clearly.</p> <p>a. <del>—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.</del></p> <p>b. <del>—Follow agreed-upon rules for discussions and carry out assigned roles.</del></p> <p>c. <del>—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.</del></p> <p>d. <del>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</del></p>	<p><b>SL.5.1</b> Engage in <i>effectively in a range of</i> collaborative discussions about grade-level topics and texts with peers carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key details expressed and drawing conclusions <i>considering the discussion.</i> <del>(one-on-one, in groups, and teacher-led)</del> with diverse partners on grade 5 topics and texts, <i>building on others' ideas and</i> expressing their own clearly.</p> <p>a. <del>—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.</del></p> <p>b. <del>—Follow agreed-upon rules for discussions and carry out assigned roles.</del></p> <p>c. <del>—Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</del></p> <p>d. <del>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</del></p>
<p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in a <i>variety of diverse</i> media <del>and formats, including (audio, visually, and quantitative).</del> <i>ly, and orally.</i></p>	<p><b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media (<i>audio, visual, quantitative</i>). <del>and formats, including visually, quantitatively, and orally.</del></p>	<p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points <i>being made.</i></p>	<p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each <i>claim</i> is supported by reasons and evidence.</p>

## Presentation of Knowledge and Ideas

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><b>SL.3.4</b> Report <i>orally</i> 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.</p>	<p><b>SL.4.4</b> Report <i>orally</i> 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.</p>	<p><b>SL.5.4</b> Report <i>orally</i> on a topic or text or present an <i>argument opinion</i>, sequencing ideas logically and using appropriate facts and relevant; descriptive details to support main ideas or themes <i>and;</i> speaking clearly at an understandable pace.</p>
<p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; <del>add visual displays when appropriate to emphasize or enhance certain facts or details.</del></p>	<p><b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development <del>of main ideas or themes.</del></p>	<p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

~~SL.3.6~~ Speak in complete sentences when appropriate to task and situation ~~in order~~ to provide requested detail or clarification. ~~(See grade 3 Language standards 1 and 3 for specific expectations.)~~

~~SL.4.6~~ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. ~~(See grade 4 Language standard 1 for specific expectations.)~~

~~SL.5.6~~ Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. ~~(See grade 5 Language standards 1 and 3 for specific expectations.)~~

## College and Career Readiness Anchor Standards for Language

The grades K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

**CCRA.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCRA.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

**CCRA.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

**CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Note on range and content of student language use

*To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*



## Language Standards K-2

L

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table on page 32 for a complete list and Appendix A for an example of how these skills develop in sophistication.

### Conventions of Standard English

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. <del>Print many upper and lowercase letters.</del></li> <li>b. <del>Use frequently occurring nouns and verbs.</del></li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ <del>sound.</del> (e.g., dog, dogs; wish, wishes).</li> <li>d. <del>Understand and</del> Use <b>interrogatives</b> to ask questions <del>in full sentences</del> <del>words (interrogatives)</del> (e.g., who, what, where, when, why, how).</li> <li>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul>	<p><b>L.1.1</b> Demonstrate command of the conventions of <del>standard</del> English grammar and usage when writing <b>and</b>/or speaking.</p> <ul style="list-style-type: none"> <li>a. <del>Print all upper and lowercase letters.</del></li> <li>b. <del>Use common, proper, and possessive nouns.</del></li> <li>c. <b>Match</b> <del>Use</del> singular and plural nouns with matching verbs in <b>simple</b> <del>basic</del> sentences (e.g., <del>He hops; We hop</del>).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>e. <del>Use verbs to convey a sense of past, present, and future</del> (e.g., <del>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</del>).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions <b>to signal simple relationships.</b> (e.g., and, but, or, so, because).</li> <li>h. <del>Use determiners</del> (e.g., <del>articles, demonstratives</del>).</li> <li>i. Use frequently occurring prepositions (e.g., <del>during, beyond, toward</del> <b>to, during, under, in, with, at</b>).</li> <li>j. Produce and expand complete. <del>simple and compound declarative, interrogative, imperative, and exclamatory</del> sentences in response to prompts.</li> </ul>	<p><b>L.2.1</b> Demonstrate command of the conventions of <del>standard</del> English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. <del>Use collective nouns</del> (e.g., <del>group</del>).</li> <li>b. Form and use <b>regular</b> frequently occurring irregular plural nouns (e.g., <b>men, feet, children,</b> teeth, <del>mice,</del> fish).</li> <li>c. Use reflexive pronouns (e.g., <del>e.g., yourself, herself</del>) <del>myself, ourselves</del>).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <del>felt</del> <b>sat, told, went hid, told</b>).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f. Produce <b>and</b>, expand, <del>and rearrange</del> complete simple and compound sentences. (e.g., <del>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</del>).</li> </ul>
<p><b>L.K.2</b> <del>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</del></p> <ul style="list-style-type: none"> <li>a. <del>Capitalize the first word in a sentence and the pronoun I.</del></li> <li>b. Recognize and name end punctuation.</li> <li>c. <del>Write a letter or letters for most consonant and short vowel sounds (phonemes).</del></li> <li>d. Spell <b>simple</b> words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<p><b>L.1.2</b> Demonstrate command of the conventions of <del>standard</del> English <b>punctuation and</b> capitalization, <del>punctuation, and</del> <b>spelling when writing and reading aloud to create meaning.</b></p> <ul style="list-style-type: none"> <li>a. <del>Capitalize dates and names of people.</del></li> <li>b. <del>Use end punctuation for sentences.</del></li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling</li> </ul>	<p><b>L.2.2</b> Demonstrate command of the conventions of <del>standard</del> English <b>punctuation and</b> capitalization, <del>punctuation, and</del> <b>spelling when writing and reading aloud.</b></p> <ul style="list-style-type: none"> <li>a. Capitalize holidays, <del>product</del> names, <b>places and</b> geographic names.</li> <li>b. <del>Use</del> commas in greetings and closings of letters.</li> <li>c. <del>Use an</del> apostrophes to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> </ul>

**Language Standards K-2**

conventions.

e- Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

L

## Language Standards K-2

L

## Knowledge of Language

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<del>L.K.3</del> (Begins in grade 2)	<del>L.1.3</del> (Begins in grade 2)	<del>L.2.3</del> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

## Vocabulary Acquisition and Use

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<p><del>L.K.4</del> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., <del>discovering the verb roll is also a noun</del>). <del>knowing duck is a bird and learning the verb to duck</del>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <del>ed, s, re, un, pre, ful, less</del>) as a clue to the meaning of an unknown word.</p>	<p><del>L.1.4</del> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <del>grade 1</del> grade-level reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes (e.g., <del>re-, un- pre-, -ful, -less</del>) as a clues to the nuance they add to known words. <del>e to the meaning of a word</del>.</p> <p>c. Identify frequently <del>occurring encountered</del> root words (e.g., <del>helplook</del>) and use the roots as clues to the meaning of the full word. <del>their inflectional forms (e.g., e.g., helper, helpful) looks, looked, looking</del>).</p>	<p><del>L.2.4</del> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level <del>2</del> reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. <del>e.g. safe/unsafe, like/dislike, happy/unhappy, tell/retell</del>) and suffixes (e.g., <del>beauty/beautiful, light/lightness</del>) are added to a known word. .</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <del>addition, additional</del>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <del>birdhouse, backpack, backyard, flashlight, lighthouse, housefly, bookshelf, notebook, bookmark</del>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

**Language Standards K-2**

~~L.1.5~~ ~~With guidance and support from adults,~~ explore word relationships and nuances in word meanings.

- ~~a-~~ Sort common objects into categories (e.g., ~~shapes,~~ foods, ~~sizes~~) to gain a sense of the concepts the categories represent.
- ~~b-~~ Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their ~~synonyms and opposites~~ (antonyms).
- ~~c-~~ Identify real-life connections between words and their use (e.g., note places at school that are ~~cozy~~colorful).
- ~~d-~~ Distinguish shades of meaning among verbs describing the ~~same~~ general action (e.g., walk, march, strut, prance). ~~by acting out the meanings.~~

~~L.1.5~~ With ~~guidance and support from adults,~~ demonstrate ~~understanding of~~ explore word relationships and nuances in word meanings.

- ~~a-~~ Sort words into categories (e.g., ~~colors,~~ clothingtools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water). ~~to gain a sense of the concepts the categories represent.~~
- ~~b-~~ Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- ~~c-~~ Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- ~~d-~~ Distinguish shades of meaning among verbs describing the same general action. ~~differing in manner~~ (e.g., look, peek, glance, stare, glare, scowlwalk, stroll, strut, prance) by acting out the meanings. and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

~~L.2.5~~ Determine how words and phrases provide meaning and nuance to texts ~~Demonstrate understanding of word relationships and nuances in word meanings.~~

- ~~a-~~ Identify real-life connections between words and their use (e.g., ~~describe~~describe weather that is freezing or windyfoods that are spicy or juicy).
- ~~b-~~ Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawnyhot, sizzling, blazing).

## Language Standards K-2

L

### Vocabulary Acquisition and Use (continued)

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<p><del>L.K.6</del> With support, use words and phrases acquired through conversations, reading and listening <del>being read to, and responding</del> to texts.</p>	<p><del>L.1.6 Use words and phrases</del> With support as needed, <del>acquire</del> and use general academic and content-specific words gained through conversations, reading, and listening to texts. <del>through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</del></p>	<p><del>L.2.6</del> Acquire and use general academic and content-specific words gained through conversations, and reading and listening to texts, including using adjectives and adverbs to describe situations with specificity (e.g., <i>When other kids are acting silly, that makes me feel giddy</i>). Use these words in discussions and writing. <del>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).</del></p>

## Language Standards 3-5

L

## Conventions of Standard English

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns (e.g., fish and teeth).</p> <p>c. Use collective abstract nouns (e.g., family, crew, assembly childhood) matched to plural verb forms.</p> <p>d. Form and use progressive and perfect regular and irregular verb tenses.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p><b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns. (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p><b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
<p><b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization and when writing and reading aloud to create meaning, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses and dates.</p> <p>c. Use commas and quotation marks in dialogue. Forming and using possessives.</p> <p>d. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>e. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in when producing and writing words.</p> <p>f. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p>	<p><b>L.4.2</b> Demonstrate command of the conventions of standard English punctuation and capitalization, punctuation, and spelling when writing and reading aloud to create meaning.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use commas in a series before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, including commonly confused words (e.g., there, their, they're). consulting references as needed.</p>	<p><b>L.5.2</b> Demonstrate command of the conventions of standard English punctuation and capitalization, punctuation, and spelling when writing and reading aloud to create meaning.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use commas to separate an introductory element from the rest of the sentence.</p> <p>c. Use commas before a coordinating conjunction, to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed, including commonly confused words (it's/its, affect/effect).</p>

# Language Standards 3-5

L

## Knowledge of Language

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p><b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p><b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

## Vocabulary Acquisition and Use

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>expensive/inexpensive, lock/unlock, help/helpless, care/careless, agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>transport/portable company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>thermometer, thermos, thermostat, telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>biology, biography, biohazard, photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p><b>L.3.5</b> Demonstrate how words and phrases provide meaning and nuances to grade-level texts. in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew,</p>	<p><b>L.4.5</b> Demonstrate how words and phrases provide meaning and understanding of figurative language, word relationships, and nuances to grade-level texts. in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>L.5.5</b> Demonstrate how words and phrases provide meaning and nuance to grade-level texts. understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Recognize and explain figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

<p>believed, suspected, heard, wondered).</p> <p><b>Language Standards 3-5</b></p>		<p>L</p>
--	--	----------



## Language Standards 3-5

L

## Vocabulary Acquisition and Use (continued)

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
<p><del>L3.6</del> Acquire and use <del>accurately grade-appropriate-conversational</del>, general academic, and <del>content domain-specific</del> words and phrases <del>occurring in grade-level reading and content</del>, including those that signal spatial and temporal relationships (e.g., <del>She stood behind the doo before she entered the room</del>). Use these words in discussion and writing. <del>After dinner that night we went looking for them</del>.</p>	<p><del>L4.6</del> Acquire and use accurately <del>grade-appropriate</del> general academic and <del>domain content-specific</del> words and phrases <del>occurring in grade-level reading and content</del>, including those that signal precise actions, <del>emotions</del>, or states of being (e.g., <del>frustrated, puzzled, quizzed, whined</del>, stammered) and vocabulary essential <del>that are basic</del> to a particular topic (e.g., <del>heroes, villains, quest, fate when discussing myths</del>) <del>wildlife, conservation, and endangered when discussing animal preservation</del>). Use these words in discussion and writing.</p>	<p><del>L5.6</del> Acquire and use accurately <del>grade-appropriate</del> general academic and <del>content domain-specific</del> words and phrases <del>occurring in grade-level reading and content</del>, including those that signal contrast, addition, <del>connection</del>, and other logical relationships (e.g., <del>however, although, nevertheless, similarly, moreover, in addition</del> therefore, meanwhile, on the other hand). Use these word sin discussions and writing.</p>

## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standards	Grades
<del>L.3.1.f</del> Ensure subject verb and pronoun antecedent agreement.	3-12
<del>L.3.3.a</del> Choose words and phrases for effect.	3-12
<del>L.4.1.f</del> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	4-12
<del>L.4.1.g</del> Correctly use frequently confused words (e.g., to, too, two; there, their).	4-12
<del>L.4.3.a</del> Choose words and phrases to convey ideas precisely.*	4-6
<del>L.4.3.b</del> Choose punctuation for effect.	4-12
<del>L.5.1.d</del> Recognize and correct inappropriate shifts in verb tense.	5-12
<del>L.5.2.a</del> Use punctuation to separate items in a series.†	5-8
<del>L.6.1.c</del> Recognize and correct inappropriate shifts in pronoun number and person.	6-12
<del>L.6.1.d</del> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	6-12
<del>L.6.1.e</del> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	6-12
<del>L.6.2.a</del> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	6-12
<del>L.6.3.a</del> Vary sentence patterns for meaning, reader/listener interest, and style.‡	6-10
<del>L.6.3.b</del> Maintain consistency in style and tone.	6-12
<del>L.7.1.c</del> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	7-12
<del>L.7.3.a</del> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	7-12
<del>L.8.1.d</del> Recognize and correct inappropriate shifts in verb voice and mood.	8-12
<del>L.9-10.1.a</del> Use parallel structure.	9-12

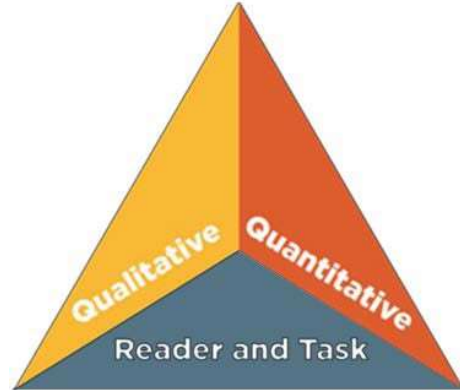
\*Subsumed by L.7.3.a

†Subsumed by L.9-10.1.a

‡Subsumed by L.11-12.3.a

## Standard 10: Range, Quality, and Complexity of Student Reading K-5

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

#### Literature

- **Stories:** Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth
- **Dramas:** Includes staged dialogue and brief familiar scenes
- **Poetry:** Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem

#### Informational Text

- **Literary Nonfiction and Historical, Scientific, and Technical Texts:** Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

## Texts Illustrating the Complexity, Quality, and Range of Student Reading K-5

Grade Level	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical
K*	<i>Over in the Meadow</i> by John Langstaff (traditional) † <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) <i>A Story, a Story</i> by Gail E. Haley (1970) † <i>Kitten's First Full Moon</i> by Kevin Henkes (2004) †	<i>My Five Senses</i> by Aliki (1962) † <i>Truck</i> by Donald Crews (1980) <i>I Read Signs</i> by Tana Hoban (1987) <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003) † <i>Amazing Whales!</i> by Sarah L. Thomson (2005) †
1*	"Mix a Pancake" by Christina G. Rossetti (1893) † <i>Mr. Pepper's Penguins</i> by Richard Atwater (1938) † <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957) † <i>Frog and Toad Together</i> by Arnold Lobel (1971) † <i>Hi! Fly Guy</i> by Tedd Arnold (2006)	<i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960) † <i>Starfish</i> by Edith Thacher Hurd (1962) <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991) † <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004) † <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007) †
2-3	"Who Has Seen the Wind?" by Christina G. Rossetti (1893) <i>Charlotte's Web</i> by E. B. White (1952) † <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) <i>Tops and Bottoms</i> by Janet Stevens (1995) <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001)	<i>A Medieval Feast</i> by Aliki (1983) <i>From Seed to Plant</i> by Gail Gibbons (1991) <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4-5	<i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) "Casey at the Bat" by Ernest Lawrence Thayer (1888) <i>The Black Stallion</i> by Walter Farley (1941) "Zlateh the Goat" by Isaac Bashevis Singer (1984) <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)	<i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) <i>A History of US</i> by Joy Hakim (2005) <i>Horses</i> by Seymour Simon (2006) <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

\*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

†Read-aloud

‡Read-along

## Staying on Topic Within a Grade and Across Grades

### How to Build Knowledge Systematically in English Language Arts K-5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K-2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. *What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts.* Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

### Exemplar Texts on a Topic

Topic	Kindergarten	Grade 1	Grades 2-3	Grades 4-5
<p><b>The Human Body</b> Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.</p>	<p><b>The five senses and associated body parts</b></p> <ul style="list-style-type: none"> <li>• <i>My Five Senses</i> by Aliki (1989)</li> <li>• <i>Learning to Hear</i> by Maria Rius (1985)</li> <li>• <i>Learning to See</i> by Maria Rius (1985)</li> <li>• <i>Learning to Touch</i> by Maria Rius (1985)</li> <li>• <i>Learning to Taste</i> by Maria Rius (1985)</li> <li>• <i>Learning to Smell</i> by Maria Rius (1985)</li> </ul>	<p><b>Introduction to the systems of the human body and associated body parts</b></p> <ul style="list-style-type: none"> <li>• <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007)</li> <li>• <i>Me and My Amazing Body</i> by Joan Sweeney (1999)</li> <li>• <i>The Human Body</i> by Gallimard Jeunesse (2007)</li> <li>• <i>The Busy Body Book</i> by Lizzy Rockwell (2008)</li> <li>• <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004)</li> </ul>	<p><b>Digestive and excretory systems</b></p> <ul style="list-style-type: none"> <li>• <i>What Happens to a Hamburger</i> by Paul Showers (1985)</li> <li>• <i>The Digestive System</i> by Christine Taylor-Butler (2008)</li> <li>• <i>The Digestive System</i> by Rebecca L. Johnson (2006)</li> <li>• <i>The Digestive System</i> by Kristin Petrie (2007)</li> </ul>	<p><b>Circulatory system</b></p> <ul style="list-style-type: none"> <li>• <i>The Heart</i> by Seymour Simon (2006)</li> <li>• <i>The Heart and Circulation</i> by Carol Ballard (2005)</li> <li>• <i>The Circulatory System</i> by Kristin Petrie (2007)</li> <li>• <i>The Amazing Circulatory System</i> by John Burstein (2009)</li> </ul>
	<p><b>Taking care of your body: Overview (hygiene, diet, exercise, rest)</b></p> <ul style="list-style-type: none"> <li>• <i>My Amazing Body: A First Look at Health &amp; Fitness</i> by Pat Thomas (2001)</li> <li>• <i>Get Up and Go!</i> by Nancy Carlson (2008)</li> <li>• <i>Go Wash Up</i> by Doering Tourville (2008)</li> <li>• <i>Keep Clean</i> by Paul Showers (1997)</li> </ul>	<p><b>Taking care of your body: Germs, diseases, and preventing illness</b></p> <ul style="list-style-type: none"> <li>• <i>Germs Make Me Sick</i> by Marilyn Berger (1995)</li> <li>• <i>My Life on Your Body</i> by Christine Taylor-Butler (2005)</li> <li>• <i>Germy Stories</i> by Arthur Kornberg (2007)</li> </ul>	<p><b>Taking care of your body: Healthy eating and nutrition</b></p> <ul style="list-style-type: none"> <li>• <i>Food Enough to Eat</i> by Lizzy Rockwell (1999)</li> <li>• <i>Howdown at the Food Pyramid</i> by Rex Barron (2004)</li> </ul>	<p><b>Respiratory system</b></p> <ul style="list-style-type: none"> <li>• <i>The Lungs</i> by Seymour Simon (2007)</li> <li>• <i>The Respiratory System</i> by Susan Glass (2004)</li> <li>• <i>The Respiratory System</i> by Kristin Petrie (2007)</li> <li>• <i>The Remarkable Respiratory System</i> by John Burstein (2009)</li> </ul>
			<p><b>Muscular, skeletal, and nervous systems</b></p> <ul style="list-style-type: none"> <li>• <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009)</li> <li>• <i>Muscles</i> by Seymour Simon (1998)</li> </ul>	<p><b>Endocrine system</b></p> <ul style="list-style-type: none"> <li>• <i>The Endocrine System</i> by John Burstein (2009)</li> </ul>

	<p><i>uel the Body by Doering Tourville (2008)</i></p>	<p>• <i>ll About Scabs by Genichiro Yagu (1998)</i></p>	<p><i>ones by Seymour Simon (1998)</i></p> <p>• <i>he Astounding Nervous System Crabtree Publishing (2009)</i></p> <p>• <i>he Nervous System by Joelle Riley (2004)</i></p>	<p><i>he Endocrine System by Rebecca Olien (2006)</i></p> <p>• <i>he Exciting Endocrine System by John Burstein (2009)</i></p>
--	--	---	---	--

# Idaho Content Standards

---

English Language Arts/Literacy  
Handwriting:

~~K-6~~**K-5** Section

## Handwriting Standards K-6



### Writing Components: Acquire Handwriting Skills for Print Handwriting

Kindergarteners:	Grade 1 Students:	Grade 2 Students:
<p><del>HW.K.1</del> Write <del>Print</del> all upper and lowercase letters of the alphabet.</p> <p>a. Write left to right, top to bottom, with appropriate spaces between words.</p>	<p><del>HW.1.1</del> Print legibly <del>and space words appropriately when writing - a complete sentence.</del></p> <p>a. Write a complete sentence with words spaced appropriately.</p>	<p><del>HW.2.1</del> Print Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person. <del>and maintain legibility.</del></p>

### Writing Components: Acquire Handwriting Skills for Cursive Handwriting

Grade 3 Students:	Grade 4 Students:
<p><del>HW.3.1</del> Write legibly in cursive <del>leaving space between letters in a word, in a sentence, and at the edges of the paper. -</del></p>	<p><del>HW.4.1</del> Write legibly and fluently <del>and legibly</del> in cursive by hand, forming letters and words that can be easily read by others. .</p>

### Writing Components: Acquire Handwriting Skills for Print and Cursive Handwriting

Grade 5 Students:	Grade 6 Students:
<p><del>HW.5.1</del> Write in cursive legibly and fluently by hand with a consistent form and recognizable signature. <del>fluently and legibly in print or cursive.</del></p>	<p><del>HW.6.1</del> Write fluently and legibly in print or cursive.</p>



# **Idaho Content Standards**

---

## **English Language Arts/Literacy: 6-12 ~~Section~~**

## College and Career Readiness Anchor Standards for Reading

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

### Key Ideas and Details

**CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Craft and Structure

**CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

**CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

*\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

### Note on range and content of student reading

*To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.*

## Reading Standards for Literature 6-8

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Key Ideas and Details

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.6.2</b> Explain stated or implied themes or central ideas of texts, including how they are developed using specific details; provide a summary of the text distinct from personal opinions or judgments.	<b>RL.7.2</b> Determine a Explain stated or implied themes, or central idea of a text and analyzing their e-its development over the course of the texts; provide an objective summaries of the literary texts.	<b>RL.8.2</b> Determine a Explain stated or implied themes or central idea of a text and analyzing their e-its development over the course of the texts, including its and the relationship to the characters, setting, and plot of those themes; provide an objective summary of the text.
<b>RL.6.3</b> 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.	<b>RL.7.3</b> Analyze Explain how particular elements of a storiesy or dramas interact, (e.g., including how setting shapes the characters or plot).	<b>RL.8.3</b> Analyze how characters are revealed through particular lines of dialogue or incidents in literary texts. a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### Craft and Structure

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<b>RL.6.4</b> 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.	<b>RL.7.4</b> 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.	<b>RL.8.4</b> 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.
<b>RL.6.5</b> Analyze Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of a texts and contributes to the development of the theme, setting, or plot.	<b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>RL.8.5</b> Compare and contrast the Analyze how authors structure of two or more texts to advance a plot, explaining how each event gives rise to the next or foreshadows a future event. and analyze how the differing structure of each text contributes to its meaning and style.
<b>RL.6.6</b> Explain how an authors develop the point of view of the narrator or speaker in a text.	<b>RL.7.6</b> Analyze Explain how an authors develops and contrasts the points of view of different characters or narrators in a texts.	<b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader created with dramatic irony result in (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### Integration of Knowledge and Ideas

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<b>RL.6.7</b> 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.	<b>RL.7.7</b> Compare and contrast structures of two or more stories, poems, and plays and a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the differing structure of each literary text contributes to meaning and style. the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>RL.8.7</b> 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.

<p><del>RL.6.8</del> (Not applicable to literature)</p> <p><b>Reading Standards for Literature 6-8</b></p>	<p><del>RL.7.8</del> (Not applicable to literature)</p>	<p><del>RL.8.8</del> (Not applicable to literature)</p> <p><b>RL</b></p>
<p><b>RL.6.9</b> 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.</p>	<p><b>RL.7.9</b> 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.</p>	<p><b>RL.8.9</b> <del>Relate</del> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works <b>to contemporary stories, poems, or dramas.</b> (e.g., the Bible), including describing how the material is rendered new.</p>

## Reading Standards for Literature 6-8

RL

### Range of Reading and Level of Text Complexity

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<p><del>RL.6.10</del> By the end of the year, Independently and proficiently read and comprehend texts representing a balance of genres, cultures, perspectives, and that exhibit complexity at the lower end of the grades 6-8 band. 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.</p>	<p><del>RL.7.10</del> By the end of the year, Independently and proficiently read and comprehend texts representing a balance of genres, cultures, perspectives, and that exhibit complexity at the midrange of the grades 6-8 band. 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.</p>	<p><del>RL.8.10</del> By the end of the year, Independently and proficiently read and comprehend texts representing a balance of genres, cultures, perspectives, and that exhibit complexity at the higher end of the grades 6-8 band. literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>

## Reading Standards for Informational Text 6-8

RI

## Key Ideas and Details

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<b>RI.6.1</b> Cite textual evidence from grade-level texts to support claims and analysis of what the text says explicitly as well as inferences, including quoting and paraphrasing from texts accurately. <del>Drawn from the text.</del>	<b>RI.7.1</b> Cite Draw several pieces of textual evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. <del>analysis of what the text says explicitly as well as inferences drawn from the text.</del>	<b>RI.8.1</b> Cite the Draw several pieces of textual evidence from grade-level texts that most strongly supports both what is said <del>an analysis of what the text says explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately citing textual references. as well as inferences drawn from the text.</del>
<b>RI.6.2</b> Determine Explain stated or implied central ideas from <del>a</del> texts, including how they are developed using specific details from the text; <del>and how it is conveyed through particular details;</del> provide a summary of the texts distinct from personal opinions. <del>or judgments.</del>	<b>RI.7.2</b> Determine two or more Explain stated or implied central ideas of <del>in a</del> texts, <del>and</del> analyzing e their development over the course of <del>the</del> texts; provide an objective summary of <del>the</del> texts.	<b>RI.8.2</b> Determine a Explain state or implied central ideas of a texts and analyzing <del>their</del> its development over the course of <del>the</del> texts, including <del>the</del> its relationship of individuals, <del>to supporting</del> ideas, or events to the central ideas; provide <del>an</del> objective summary of <del>summaries of the</del> texts.
<b>RI.6.3</b> Analyze Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a texts <del>(e.g., through examples or anecdotes).</del>	<b>RI.7.3</b> Analyze the relationships or interactions between individuals, events, and ideas in a texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

## Craft and Structure

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<b>RI.8.4</b> 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.
<b>RI.6.5</b> Analyze how a particular Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>RI.7.5</b> Analyze Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and <del>an author uses to organize a text, including how the major sections contribute to the whole and to the</del> development of the ideas.	<b>RI.8.5</b> Analyze <del>in detail</del> the structure elements of a specific paragraph <del>in a</del> text, including the role of specific <del>particular</del> sentences, paragraphs, and text features <del>in developing and refining a key concepts.</del>
<b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<b>RI.7.6</b> 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.	<b>RI.8.6</b> 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.

## Integration of Knowledge and Ideas

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<b>RI.6.7</b> 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.	<b>RI.7.7</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<b>RI.6.8</b> Trace and evaluate the argument and specific claims in a texts, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>RI.7.8</b> Trace and evaluate the argument that and specific claims in a texts, and assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>RI.8.8</b> Delineate and evaluate Trace the argument and specific claims in a texts, and assessing whether the all reasoning is sound and the evidence is relevant and whether sufficient; recognize when irrelevant evidence was is introduced.

Reading Standards for Informational Text 6-8		RI
<del>RI.6.9</del> 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).	<del>RI.7.9</del> Analyze <b>Compare and contrast</b> 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.	<del>RI.8.9</del> Analyze <b>a cases</b> 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.

## Reading Standards for Informational Text 6-8

RI

### Range of Reading and Level of Text Complexity

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<del>RI.6.10</del> 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.	<del>RI.7.10</del> 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.	<del>RI.8.10</del> 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.



## College and Career Readiness Anchor Standards for Writing

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

### Text Types and Purposes\*

**CCRA.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCRA.W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

**CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

**CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

**CCRA.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

### Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.*

## Writing Standards 6-8

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

### Text Types and Purposes

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<p><b>W.6.1</b> Write arguments that introduce and support a distinct point of view with relevant claims, evidence and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented. <del>to support claims with clear reasons and relevant evidence.</del></p> <ul style="list-style-type: none"> <li>a. <del>Introduce claim(s) and organize the reasons and evidence clearly.</del></li> <li>b. <del>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</del></li> <li>c. <del>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</del></li> <li>d. <del>Use precise language and domain-specific vocabulary to support the argument.</del></li> <li>e. <del>Establish and maintain a formal style.</del> Provide a concluding statement or section that follows from the argument presented.</li> </ul>	<p><b>W.7.1</b> Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented. <del>to support claims with clear reasons and relevant evidence.</del></p> <ul style="list-style-type: none"> <li>a. <del>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</del></li> <li>b. <del>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</del></li> <li>c. <del>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</del></li> <li>d. <del>Use precise language and domain-specific vocabulary to support the argument.</del></li> <li>e. <del>Establish and maintain a formal style.</del></li> <li>f. <del>Provide a concluding statement or section that follows from and supports the argument presented.</del></li> </ul>	<p><b>W.8.1</b> Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented. <del>to support claims with clear reasons and relevant evidence.</del></p> <ul style="list-style-type: none"> <li>a. <del>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</del></li> <li>b. <del>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</del></li> <li>c. <del>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</del></li> <li>d. <del>Use precise language and domain-specific vocabulary to support the argument.</del></li> <li>e. <del>Establish and maintain a formal style.</del></li> <li>f. <del>Provide a concluding statement or section that follows from and supports the argument presented.</del></li> </ul>
<p><b>W.6.2</b> Write informational <del>ive/explanatory</del> texts Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. <del>to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</del></p> <ul style="list-style-type: none"> <li>a. <del>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</del></li> </ul>	<p><b>W.7.2</b> Write informational <del>ve/explanatory</del> texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. <del>to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</del></p> <ul style="list-style-type: none"> <li>a. <del>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</del></li> </ul>	<p><b>W.8.2</b> Write informational <del>ve/explanatory</del> texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. <del>to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</del></p> <ul style="list-style-type: none"> <li>a. <del>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader</del></li> </ul>

multimedia when useful to aiding comprehension.

## Writing Standards 6-8

b. — Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**W.6.3** Use appropriate transitions to clarify the relationships among ideas and concepts.

**W.6.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.

- a. — Establish and maintain a formal style.  
Provide a concluding statement or section that follows from the information or explanation presented.

(e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. — Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. — Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d. — Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. — Establish and maintain a formal style.

- f. — Provide a concluding statement or section that follows from and supports the information or explanation presented.

categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. — Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. — Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. — Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. — Establish and maintain a formal style.

- f. — Provide a concluding statement or section that follows from and supports the information or explanation presented.

W

## Writing Standards 6-8

### Text Types and Purposes (continued)

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<p><b>W.6.3</b> Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). <del>to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</del></p> <p>a. <del>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.</del></p> <p>b. <del>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</del></p> <p>c. <del>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</del></p> <p>d. <del>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</del></p> <p>e. <del>Provide a conclusion that follows from the narrated experiences or events.</del></p>	<p><b>W.7.3</b> Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). <del>to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</del></p> <p>a. <del>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.</del></p> <p>b. <del>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</del></p> <p>c. <del>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</del></p> <p>d. <del>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</del></p> <p>e. <del>Provide a conclusion that follows from and reflects on the narrated experiences or events.</del></p>	<p><b>W.8.3</b> Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). <del>to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</del></p> <p>a. <del>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.</del></p> <p>b. <del>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</del></p> <p>c. <del>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.</del></p> <p>d. <del>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</del></p> <p>e. <del>Provide a conclusion that follows from and reflects on the narrated experiences or events.</del></p>

### Production and Distribution of Writing

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<p><b>W.6.4</b> Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support writing in which the development, organization, and style are appropriate to task, purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. , and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p>	<p><b>W.7.4</b> Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. 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.)</p>	<p><b>W.8.4</b> Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. 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.)</p>

## Writing Standards 6-8

<p><del>W.6.5</del> With <del>some guidance and</del> support from <del>adults and peers and adults</del>, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach <del>to audience and purpose</del>. (Editing <del>for conventions</del> should demonstrate command of <del>grade-level Grammar and</del></p> <p><del>Conventions</del> <del>Language standards 1-3 up to and including grade 6.</del>)</p>	<p><del>W.7.5</del> With <del>some guidance and</del> support from <del>adults and peers and adults</del>, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing <del>for conventions</del> should demonstrate command of <del>grade-level Grammar and Conventions</del>). <del>Language standards 1-3 up to and including grade 7.</del></p>	<p><del>W.8.5</del> With <del>some guidance and</del> support from <del>adults and peers and adults</del>, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing <del>for conventions</del> should demonstrate command of <del>grade-level Grammar and Conventions</del>). <del>Language standards 1-3 up to and including grade 8.</del></p>
<p><del>W.6.6</del> Write by hand or with <del>Use</del> technology, <del>including the Internet, to</del> produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of <del>three-two</del> pages in a single sitting.</p>	<p><del>W.7.6</del> <del>Use</del> Write by hand or with <del>technology, including the Internet, to</del> produce and publish writing and link to and cite sources as well as to interact and collaborate with others. <del>including linking to and citing sources.</del></p>	<p><del>W.8.6</del> Write by hand or with <del>Use</del> technology, <del>including the Internet, to</del> produce and publish writing, <del>link to and cite sources, and</del> present the relationships between information and ideas efficiently, <del>and as well as to</del> interact and collaborate with others.</p>

## Writing Standards 6-8

### Research to Build and Present Knowledge

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<p><b>W.6.7</b> Conduct <del>short research projects to answer a brief</del> as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research <del>question, drawing on several sources and</del> questions and refocusing the inquiry when appropriate. gathering and assessing the relevance and usefulness of information from multiple reliable sources; and, paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images</p>	<p><b>W.7.7</b> Conduct <del>short</del> brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and, summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. <del>projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</del></p>	<p><b>W.8.7</b> Conduct brief as well as multi-day <del>short</del> research <del>projects</del> tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and, summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. <del>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.</del></p>
<p><b>W.6.8</b> 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.</p>	<p><b>W.7.8</b> 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.</p>	<p><b>W.8.8</b> 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.</p>
<p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a.—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”).</p> <p>b.—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”).</p>	<p><b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a.—Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b.—Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a.—Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works [e.g., the Bible], including describing how the material is rendered new”).</p> <p>b.—Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>

### Range of Writing

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<p><b>W.6.10</b> <del>Write</del> Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces <del>over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</del> for a range of discipline-specific tasks, purposes, and <del>audiences</del>-audiences. This could include among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p>	<p><b>W.7.10</b> <del>Write</del> Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. <del>over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</del> for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.8.10</b> Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. <del>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</del> for a range of discipline-specific tasks, purposes, and audiences.</p>

## College and Career Readiness Anchor Standards for Speaking and Listening

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

### Comprehension and Collaboration

**CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCRA.SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

**CCRA.SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CCRA.SL.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCRA.SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on range and content of student speaking and listening

*To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.*

## Speaking and Listening Standards 6-8

SL

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Comprehension and Collaboration

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<p><b>SL.6.1</b> Engage <del>effectively</del> in a <del>range of</del> collaborative discussions about <i>grade-level topics and texts</i> with peers by following agreed-upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing <del>(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.</del></p> <p>a. <del>_____ 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.</del></p> <p>b. <del>_____ Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</del></p> <p>c. <del>_____ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</del></p> <p>d. <del>_____ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</del></p>	<p><b>SL.7.1</b> Engage <del>effectively</del> in a <del>range of</del> collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and, when warranted, qualifying or justifying one’s views considering new evidence heard. <del>(one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</del></p> <p>a. <del>_____ 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.</del></p> <p>b. <del>_____ Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</del></p> <p>c. <del>_____ 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.</del></p> <p>d. <del>_____ Acknowledge new information expressed by others and, when warranted, modify their own views.</del></p>	<p><b>SL.8.1</b> Engage in <del>effectively</del> in a <del>range of</del> collaborative discussions about <i>grade-level topics and texts</i> with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and, when warranted, qualifying or justifying one’s views considering new evidence heard. <del>(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.</del></p> <p>a. <del>_____ 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.</del></p> <p>b. <del>_____ Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</del></p> <p>c. <del>_____ Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</del></p> <p>d. <del>_____ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</del></p>
<p><b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>SL.7.2</b> 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.</p>	<p><b>SL.8.2</b> 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.</p>
<p><b>SL.6.3</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>SL.7.3</b> <del>Delineate</del> <b>Delineate</b> a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>SL.8.3</b> <del>Delineate</del> <b>Analyze</b> 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.</p>



## Speaking and Listening Standards 6-8

SL

## Presentation of Knowledge and Ideas

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<p><del>SL.6.4</del> Present claims and findings, <del>sequencing ideas logically and</del> Report orally on a topic or text or present an argument, <del>sequencing ideas logically and</del> using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><del>SL.7.4</del> Present claims and findings, Report orally on a topic, - emphasizing salient points in a focused, coherent manner with <del>pertinent descriptions</del> relevant evidence , and well-chosen details; <del>facts, details, and examples;</del> use appropriate <del>eye contact,</del> vocabulary, <del>adequate</del> volume, and clear pronunciation.</p>	<p><del>SL.8.4</del> Present claims and findings, Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, <del>sound valid reasoning,</del> and well-chosen details;—use appropriate <del>vocabulary eye contact,</del> adequate volume, and clear pronunciation.</p>
<p><del>SL.6.5</del> Include <del>multimedia digital</del> components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><del>SL.7.5</del> Include <del>multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</del></p>	<p><del>SL.8.5</del> Integrate <del>multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</del></p>
<p><del>SL.6.6</del> Adapt speech to a variety of contexts and tasks, <del>demonstrating command of formal English when indicated or appropriate.</del> (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><del>SL.7.6</del> Adapt speech to a variety of contexts and tasks, <del>demonstrating command of formal English when indicated or appropriate.</del> (See grade 7 Language standards 1 and 3 for specific expectations.)</p>	<p><del>SL.8.6</del> Adapt speech to a variety of contexts and tasks, <del>demonstrating command of formal English when indicated or appropriate.</del> (See grade 8 Language standards 1 and 3 for specific expectations.)</p>

## College and Career Readiness Anchor Standards for Language

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

### Conventions of Standard English

**CCRA.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCRA.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

**CCRA.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

**CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Note on range and content of student language use

*To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

## Language Standards 6-8

L

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table on page 63 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

### Conventions of Standard English

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<p><b>L.6.1</b> Demonstrate command of the conventions of <del>standard</del> English <del>grammar and usage</del> when writing or speaking.</p> <p>a. <del>Ensure that</del> <b>Use pronouns correctly regarding pronouns are in the proper case number, person, including (subjective, objective, possessive) intensive pronouns (e.g., myself, ourselves).</b></p> <p>b. <del>Use intensive pronouns (e.g., myself, ourselves).</del></p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p><b>L.7.1</b> Demonstrate command of the conventions of <del>standard</del> English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses <b>correctly</b> within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p><b>L.8.1</b> Demonstrate command of the conventions of <del>standard</del> English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>
<p><b>L.6.2</b> Demonstrate command of <del>the conventions of standard</del> English <del>capitalization, punctuation and capitalization, and spelling</del> when writing <b>and reading aloud to create meaning.</b></p> <p>a. <del>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</del></p> <p>b. Spell <b>derivatives</b> correctly <b>by applying knowledge of bases and affixes</b> .</p>	<p><b>L.7.2</b> Demonstrate command of the conventions of <del>standard</del> English <del>capitalization, punctuation and capitalization, and spelling</del> when writing <b>and reading aloud to create meaning</b> .</p> <p>a. Use <b>a</b> commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie). <del>but not He wore an old[,] green shirt).</del></p> <p>b. Spell <b>derivatives</b> correctly <b>by applying knowledge of bases and -affixes</b>.</p>	<p><b>L.8.2</b> Demonstrate command of the conventions of <del>standard</del> English <del>punctuation and capitalization, punctuation, and spelling</del> when writing <b>and reading aloud to create meaning</b>..</p> <p>a. Use <b>punctuation</b> (comma, ellipsis, dash) to indicate a pause or break, <b>or omission</b>..</p> <p>b. <del>Use an ellipsis to indicate an omission.</del></p> <p>c. Spell <b>derivatives</b> correctly <b>by applying knowledge of bases and affixes</b>..</p>

### Knowledge of Language

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. <del>Vary sentence patterns for meaning, reader/listener interest, and style.*</del></p> <p>b. <b>Maintain consistency in style and tone.*</b></p>	<p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. <b>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</b></p>	<p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. <del>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).</del></p>

## Language Standards 6-8

L

## Vocabulary Acquisition and Use

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <del>grade-level 6 reading and</del> content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b- Use common, <del>grade-appropriate</del> Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <del>in readings on pioneers of space, determine the meanings of the words astronaut and nautical</del>). (e.g., <del>audience, auditory, audible</del>).</li> <li>c- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), <del>both print or and digital</del>, to find the pronunciation of a word <del>and or</del> determine or clarify its precise meaning <del>and or</del> its part of speech.</li> <li>d- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p><b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <del>grade-level 7 reading and</del> content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <del>belligerent, bellicose, rebel</del>). <del>in readings about earth sciences, determine the meaning of the words geologist and geophysics</del>.</li> <li>c- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), <del>both print or and digital</del>, to find the pronunciation of a <del>grade-level a</del> word <del>and or</del> determine or clarify its precise meaning <del>and or</del> its part of speech.</li> <li>d- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <del>grade-level 8</del> reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <del>in readings about mathematics, determine the meanings of the words percentile and perimeter</del>; <del>precede, recede, secede</del>).</li> <li>c- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print <del>or and</del> digital, to find the pronunciation of a <del>grade-level</del> word <del>and or</del> determine or clarify its precise meaning <del>and or</del> its part of speech.</li> <li>d- Verify the preliminary determination of the meaning of a word or <del>phrase (e.g., by phrase by</del> checking the inferred meaning in context <del>or</del> in a dictionary).</li> </ul>
<p><b>L.6.5</b> <del>Demonstrate</del> Determine <del>how words and phrases provide understanding of figurative language, word relationships, and nuances in word</del> meaning and nuance to grade-level texts. s.</p> <ul style="list-style-type: none"> <li>a- Interpret <del>figures of speech (e.g., personification) in context</del>. figurative language (e.g., personification, idioms) in context.</li> <li>b- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <del>stingy, scrimping, economical, unwasteful, thrifty</del> house verses home, cheap verses affordable).</li> </ul>	<p><b>L.7.5</b> <del>Demonstrate understanding of figurative language, word relationships, and nuances in word</del> Determine how words and phrases provide meaning and nuance to grade level-texts. s.</p> <ul style="list-style-type: none"> <li>a- Interpret <del>figurative figures of speech (e.g., literary, biblical, and mythological allusions)</del> language e.g., (euphemism, oxymoron) in context.</li> <li>b- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <del>refined, respectful, polite, diplomatic, Condescending</del> curious verses nosy, assertive verses pushy).</li> </ul>	<p><b>L.8.5</b> <del>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</del>. Determine how words and phrases provide meaning and nuance to grade level-texts.</p> <ul style="list-style-type: none"> <li>a- Interpret <del>figurative language figures of speech</del> (e.g. verbal irony, puns) in context.</li> <li>b- Use the relationship between particular words (e.g., <del>homonyms, person to location, object to use</del>) to better understand each of the words.</li> <li>c- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <del>crowd versus mob, fired versus laid off</del>). <del>bullheaded, willful, firm, persistent, resolute</del>).</li> </ul>
<p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and <del>content domain</del>-specific words and phrases; <del>occurring in grade-level reading and content</del>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these word sin discussion and writing.</p>	<p><b>L.7.6</b> Acquire and use accurately <del>grade-appropriate</del> general academic and <del>domain</del>content-specific words and phrases <del>occurring in grade-level reading and content</del>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these word sin discussion and writing.</p>	<p><b>L.8.6</b> Acquire and use accurately <del>grade-appropriate</del> general academic and <del>domain</del>content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these word sin discussion and writing.</p>

## Reading Comprehension Strand Standards for Literature 9-12

RL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Key Ideas and Details

Grades 9-10 Students:	Grades 11-12 Students:
<b>RL.9-10.1</b> Draw <del>Cite strong and thorough textual</del> ample evidence from grade-level texts to support <del>claims and analysis of what the text says explicitly as well as</del> inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references. <del>drawn from the text.</del>	<b>RL.11-12.1</b> <del>C</del> Draws and cite strong and thorough textual evidence from grade-level texts to support <del>analysis of what the text says explicitly as well as</del> claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. <del>drawn from the text, including determining where the text leaves matters uncertain.</del>
<b>RL.9-10.2</b> Determine <del>a</del> Analyze the development of themes <del>or central idea</del> over the course of a text <del>and analyze in detail its development over the course of the text</del> , including how themes <del>it</del> emerges and <del>are</del> is shaped and refined by specific details. <del>provide an objective summary of the text.</del>	<b>RL.11-12.2</b> Determine <del>two or more</del> Compare the development of a universal themes <del>or central ideas</del> of a text and analyze their development over the course of <del>two</del> the texts, including how it <del>emerges</del> they interact and <del>is</del> is shaped and refined by specific details in each. <del>build on one another to produce a complex account; provide an objective summary of the text.</del>
<b>RL.9-10.3</b> Analyze how complex characters <del>(e.g., those with multiple or conflicting motivations)</del> develop over the course of <del>a</del> texts, interact with other characters, and advance the plot. <del>or develop the theme.</del>	<b>RL.11-12.3</b> Analyze the impact of <del>Evaluate</del> the choices author's <del>choices</del> make regarding how to develop and relate <del>several</del> elements of literary texts, <del>a story or drama (e.g., where a story is set, how the action is ordered,</del> including how the characters are introduced and developed <del>and how the action is ordered).</del>

### Craft and Structure

Grades 9-10 Students:	Grades 11-12 Students:
<b>RL.9-10.4</b> 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).	<b>RL.11-12.4</b> 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 powerful language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<b>RL.9-10.5</b> Analyze how an author's <del>choices concerning how to</del> structure specific parts of a text, including the choice of where to begin and end a scene and explain how they contribute to its overall structure and meaning. <del>order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</del>	<b>RL.11-12.5</b> Analyze how an author's <del>choices concerning how to</del> 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.
<b>RL.9-10.6</b> Analyze <del>a particular</del> points of view or cultural experiences that represent diverse voices and perspectives <del>reflected in a</del> works of literature. <del>from outside the United States, drawing on a wide reading of world literature.</del>	<b>RL.11-12.6</b> Analyze <del>a case in which grasping point of view requires</del> Evaluate how authors structure texts to distinguishing what is directly stated in a text from what is really meant, including (e.g., satire, sarcasm, irony, <del>and</del> understatement).

### Integration of Knowledge and Ideas

Grades 9-10 Students:	Grades 11-12 Students:
<b>RL.9-10.7</b> 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 Bruegel's Landscape with the Fall of Icarus). <del>Compare multiple interpretations of texts (including recorded or live production), evaluating how each version interprets the source text.</del>	<b>RL.11-12.7</b> 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.)
<b>RL.9-10.8</b> (Not applicable to literature)	<b>RL.11-12.8</b> (Not applicable to literature)
<b>RL.9-10.9</b> 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).	<b>RL.11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, and other <del>Relate literary works and their author's</del> points of view to the political events and seminal ideas of their eras. <del>canons, including how two or more texts from the same period treat similar themes or topics.</del>

Range of Reading and Level of Text Complexity

**Reading Comprehension Strand Standards for Literature 9-12**

**RL**

Grades 9-10 Students:	Grades 11-12 Students:
<p><del>RL.9-10.10</del> By the end of grade 9, independently and proficiently, read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).                      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.                      By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p><del>RL.11-12.10</del> By the end of grade 11, independently and proficiently, read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).                      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.                      By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>

## Reading Standards for Informational Text 9-12

RI

## Key Ideas and Details

Grades 9-10 Students:	Grades 11-12 Students:
<del>RI.9-10.1</del> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<del>RI.11-12.1</del> 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.
<del>RI.9-10.2</del> Determine a Analyze the development of central ideas over the course of a text and analyze its development over the course of the text, including how it they emerges and isare shaped and refined by specific details; provide an objective-accurate summaries of how key events or ideas develop.the text.	<del>RI.11-12.2</del> Determine two or more central ideas of a Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of thetwo texts, including how they interact and build on one another to provide a complex analysis; provide an objectiveaccurate summaries of how key events or ideas develop.the text.
<del>RI.9-10.3</del> AnalyzeExplain how the authors 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 betweenamong them.	<del>RI.11-12.3</del> Analyze a complex set Evaluate various explanations of concepts and ideas or sequence of events and and determine which explanation best accords with textual evidence, noting discrepancies among sources. how specific individuals, ideas, or events interact and develop over the course of the text.

## Craft and Structure

Grades 9-10 Students:	Grades 11-12 Students:
<del>RI.9-10.4</del> 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).	<del>RI.11-12.4</del> 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 <i>faction</i> in <i>Federalist No. 10</i> ).
<del>RI.9-10.5</del> Analyze in detail how an author's use structure to explain relationships among concepts in a text, including how key ideas or claims are developed and refined by particular sentences, paragraphs, and sections of texts contribute to the whole.or larger portions of a text (e.g., a section or chapter).	<del>RI.11-12.5</del> Analyze and eEvaluate the effectiveness of the structure(s) and rhetorical devices-an authors uses in theirhis or her exposition or argument, including whether the structure helps makes points clear, convincing, and engaging.
<del>RI.9-10.6</del> 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.	<del>RI.11-12.6</del> 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.

## Integration of Knowledge and Ideas

Grades 9-10 Students:	Grades 11-12 Students:
<del>RI.9-10.7</del> 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.	<del>RI.11-12.7</del> Integrate and evaluate multiple Analyze the hypotheses, data, analysis, and conclusions in an argument, verifying the data when possible and corroborating or challenging conclusions with other 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.
<del>RI.9-10.8</del> Delineate and evaluate Assess the argument and specific claims in a text, examining assessing whether the reasoning is valid, and the evidence is relevant, and sufficient; identify whether there are any false statements and unsupported statements.fallacious reasoning.	<del>RI.11-12.8</del> Delineate and eEvaluate the reasoning in seminal U.S. and other 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; and purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).

**Reading Standards for Informational Text 9-12****RI**

~~RI.9-10.9~~ 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 of liberty, equality, individual responsibility, and justice.

~~RI.11-12.9~~ 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) and other documents of similar significance for their themes, purposes, and rhetorical features.



## Reading Standards for Informational Text 9-12

RI

### Range of Reading and Level of Text Complexity

Grades 9-10 Students:	Grades 11-12 Students:
<p><del>RI.9-10.10</del> 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.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p><del>RI.11-12.10</del> 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.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>

## Writing Standards 9-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Text Types and Purposes

Grades 9-10 Students:	Grades 11-12 Students:
<p><b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the argument.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f.a. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>W.11-12.1</b> Write arguments to support well defined points of view that claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish those claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and with persuasive evidence and clear reasoning;</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both each claim in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the argument.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports articulates the implications, or the significance of the argument presented.</li> </ul>
<p><b>W.9-10.2</b> Write informative/explanatory texts that introduce the topic to examine and convey complex ideas, concepts, and information clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, through sustained use of the most significant and relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (e.g., articulating implications or the significance of the topic).</li> </ul>	<p><b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f.a. 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).</li> </ul>

## Writing Standards 9-12

### Text Types and Purposes (continued)

Grades 9-10 Students:	Grades 11-12 Students:
<p><b>W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e.a. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	<p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e.a. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>

### Production and Distribution of Writing

Grades 9-10 Students:	Grades 11-12 Students:
<p><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organizational, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.</p>	<p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organizational, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.</p>
<p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of <b>grade-level Grammar and Conventions Language standards 1-3 up to and including grades 9-10.</b>)</p>	<p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on <b>reframing points to addressing what is most significant for a specific purposes and/or needs of the audience.</b> (Editing for conventions should demonstrate command of <b>grade-level Grammar and Conventions Language standards 1-3 up to and including grades 11-12.</b>)</p>
<p><b>W.9-10.6</b> Use <b>Write by hand or with technology, including the Internet,</b> 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.</p>	<p><b>W.11-12.6</b> Use <b>Write by hand or with technology, including the Internet,</b> to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

### Research Inquiry Process to Build, and Present, and Use Knowledge

Grades 9-10 Students:	Grades 11-12 Students:
<p><b>W.9-10.7</b> Conduct <b>short</b> brief as well as <b>multi-day</b> <b>more sustained</b> research projects to <b>take some action or share findings orally or in writing by formulating answer a research question (including a self-generated question) or solve a problem; narrow or broaden the and considering alternative avenues of inquiry when appropriate; synthesize multiple gathering relevant information from a variety of authoritative sources and assessing which provide the most reliable and useful information; and, following a standard approved format. on the</b></p>	<p><b>W.11-12.7</b> Conduct <b>short</b> brief as well as <b>multi-day</b> <b>more sustained</b> research projects to <b>take some action or share findings orally or in writing by formulating answer a multiple interlocking research questions (including a self-generated question) or solve a problem; narrow or broaden the that span the field of inquiry when appropriate in time and scope; synthesize multiple gathering relevant information efficiently from a variety of authoritative sources, as well as from direction observation, interviews and surveys; making distinctions about the</b></p>

~~subject, demonstrating understanding of the~~  
**Writing Standards 9-12**

strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and, following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  
~~on the subject, demonstrating understanding of the~~  
~~subject under investigation.~~

**W**

~~W.9-10.8~~ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and following a standard format for citation.

~~W.11-12.8~~ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the 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.

## Writing Standards 9-12

### Research to Build and Present Knowledge (continued)

Grades 9-10 Students:	Grades 11-12 Students:
<p><del>W.9-10.9</del> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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]”).</p> <p>b.a. 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”).</p>	<p><del>W.11-12.9</del> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, and other literary canons, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. and other 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]”).</p>

### Range of Writing

Grades 9-10 Students:	Grades 11-12 Students:
<p><del>W.9-10.10</del> <del>W</del>Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces 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. This could include among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p>	<p><del>W.11-12.10</del> <del>W</del>Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces 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. This could include among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p>

## Speaking and Listening Standards 9–12 Oral and Digital Communications Strand

SL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Comprehension and Collaboration

Grades 9-10 Students:	Grades 11-12 Students:
<p><del>SL.9-10.1</del> Initiate and participate effectively <b>Engage</b> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 about <b>grade-level</b> topics, and texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. <del>Work</del> with peers <del>to by</del> setting 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, <b>defining</b> individual roles, <b>tracking progress on specific goals; as needed.</b></p> <p>c. <del>Propel</del> conversations by posing and responding to <b>others'</b> questions and <b>comments</b> that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to <b>and</b> diverse perspectives, <del>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</del> <b>with precise evidence, relevant observations, and ideas; making new connections considering the evidence and reasoning presented.</b></p>	<p><del>SL.11-12.1</del> Initiate and participate effectively <b>Engage</b> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 about <b>grade-level</b> topics, and texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. <del>Work</del> with peers <del>to by</del> promoting <b>civil, democratic</b> discussions and decision-making, <b>set clear goals and deadlines, and</b> establishing individual roles, <b>and tracking progress on specific goals; as needed.</b></p> <p>c. <del>Propelling</del> conversations <b>forward</b> by <b>synthesizing comments and ideas of several speakers</b> posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives <b>with relevant observations and ideas;</b> <del>synthesize comments, claims, and evidence made on all sides of an issue;</del> resolving contradictions when possible; and determining <b>e</b> what additional information <del>or research</del> is required to deepen the investigation or complete the task.</p>
<p><del>SL.9-10.2</del> Integrate multiple sources of information presented in diverse <b>digital media, or formats (e.g., visually, quantitatively, orally)</b> evaluating the credibility and accuracy of each source.</p>	<p><del>SL.11-12.2</del> Integrate multiple sources of information presented in diverse <b>media formats and media (e.g., visually, quantitatively, orally)</b> in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><del>SL.9-10.3</del> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><del>SL.11-12.3</del> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

### Presentation of Knowledge and Ideas

Grades 9-10 Students:	Grades 11-12 Students:
<p><del>SL.9-10.4</del> Report orally on a topic or text or <b>P</b>resent an argument, <del>information, findings, and supporting</del> emphasizing salient points in a <b>focuses, coherent manner with relevant</b> evidence, clearly, concisely, and logically such that listeners can follow the line of <b>sound</b> reasoning <del>and the organization, development, substance, and well-chosen details in a style are</del> appropriate to purpose, audience, and task.</p>	<p><del>SL.11-12.4</del> Present information, findings, and supporting evidence <b>orally</b>, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; <b>ensure</b>, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><del>SL.9-10.5</del> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and <b>interactive elements</b>) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><del>SL.11-12.5</del> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and <b>interactive elements</b>) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

~~SL.9-10.6~~ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, **using** ~~demonstrating a command of~~ formal English when **appropriate to task and situation and situations where informal discourse is more appropriate.** ~~indicated or appropriate.~~ (See grades 11-12 Language standards 1 and 3 for specific expectations.)

## Language Standards 9-12

L

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Conventions of Standard English Grammar and Conventions Strand

Grades 9-10 Students:	Grades 11-12 Students:
<p><b>L.9-10.1</b> Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or speaking.</p> <p>Use parallel structure.*</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) <b>to convey specific meanings and add variety and interest to writing or presentations.</b></p> <p><del>and</del> Use various types of clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><del>a-</del></p>	<p><b>L.11-12.1</b> Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or speaking.</p> <p><del>a-</del> Apply the understanding that usage is a matter of convention, can change overtime, and is sometimes contested, <b>consulting references (e.g., - Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed</b></p> <p><del>b-</del> <b>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</b></p>
<p><b>L.9-10.2</b> Demonstrate command of the conventions of <b>standard</b> English <b>punctuation and capitalization, punctuation, and spelling</b> when writing <b>and reading aloud to create meaning.</b></p> <p><del>a-</del> Use a semicolon (<del>and perhaps a</del> <b>or appropriate</b> conjunctive adverb) to link two or more closely related independent clauses.</p> <p>Use a colon to introduce a list or quotation.</p> <p><del>b-</del> Spell correctly, <b>consulting reference materials to check as needed.</b></p>	<p><b>L.11-12.2</b> Demonstrate command of the conventions of <b>standard</b> English <b>punctuation and capitalization, punctuation, and spelling</b> when writing <b>reading aloud to create meaning.</b></p> <p><del>a-</del> <b>Use hyphenation conventions.</b></p> <p><del>b-</del> Spell correctly, <b>consulting reference materials as needed.</b></p>

### Knowledge of Language

Grades 9-10 Students:	Grades 11-12 Students:
<p><b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><del>a-</del> <b>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.</b></p>	<p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><del>a-</del> <b>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.</b></p>

### Vocabulary Acquisition and Use

Grades 9-10 Students:	Grades 11-12 Students:
<p><b>L.9-10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade-levels 9-10 reading and content</b>, choosing flexibly from a range of strategies.</p> <p><del>a-</del> Use context (e.g., the overall meaning of a sentence, paragraph, or <b>portion of a</b> text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><del>b-</del> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <b>defend, defense, defendant, defensible-analyze, analysis, analytical; advocate, advocacy.</b></p> <p><del>c-</del> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), <b>both print and digital</b>, to find the pronunciation of a</p>	<p><b>L.11-12.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade-level s 11-12 reading and content</b>, choosing flexibly from a range of strategies.</p> <p><del>a-</del> Use context (e.g., the overall meaning of a sentence, paragraph, or <b>portion of text</b>; a word's position or function in a sentence <b>or a sentence within a paragraph</b>) as a clue to the meaning of a word or phrase.</p> <p><del>b-</del> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <b>symbol, symbolism, symbolic, symbolize conceive, conception, conceivable.</b></p> <p><del>c-</del> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), <b>both print and digital</b>, to find the pronunciation of <b>grade-level a word and</b> determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>



**Language Standards 9-12**

grade-level word and determine or clarify its precise meaning, its part of speech, or its symbol.

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).

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

L

## Language Standards 9-12

L

~~Vocabulary Acquisition and Use (continued)~~

Grades 9-10 Students:	Grades 11-12 Students:
<p><del>L.9-10.5</del> Demonstrate understanding of figurative language, Determine how words and phrases provide meaning, relationships, and nuance to texts. <del>s in word meanings.</del></p> <p>a- Interpret figurative <del>es language of speech</del> (e.g., hyperbole, paradox-euphemism, oxymoron) in context and analyze their role in <del>the</del> texts (e.g., The Party's embrace of the slogans "War is Peace" and "Freedom is Slavery" in Orwell's 1984).</p> <p>b- Analyze nuances in the meaning of words with similar denotations (e.g., shred, clever, cunning, brainy).</p>	<p><del>L.11-12.5</del> Demonstrate understanding of figurative language, word relationships, Determine how words and phrases provide meaning -and nuances to texts. <del>in word meanings.</del></p> <p>a- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b- Analyze nuances in the meaning of words with similar denotations (aggressive, assertive, forceful, domineering). -</p>
<p><del>L.9-10.6</del> Acquire and use accurately general academic and <del>domain</del>content-specific words and phrases <del>occurring in grade-level reading and content, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</del> demonstrate independence <del>when</del>in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <del>Use these words in discussions and writing.</del></p>	<p><del>L.11-12.6</del> Acquire and use accurately general academic and <del>content</del>domain-specific words and phrases <del>occurring in grade-level reading and content, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</del> demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <del>Use these words in writing and discussion.</del></p>

## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standards	Grades
<del>L.3.1.f</del> Ensure subject verb and pronoun antecedent agreement.	3-12
<del>L.3.3.a</del> Choose words and phrases for effect.	3-12
<del>L.4.1.f</del> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	4-12
<del>L.4.1.g</del> Correctly use frequently confused words (e.g., to, too, two; there, their).	4-12
<del>L.4.3.a</del> Choose words and phrases to convey ideas precisely.*	4-6
<del>L.4.3.b</del> Choose punctuation for effect.	4-12
<del>L.5.1.d</del> Recognize and correct inappropriate shifts in verb tense.	5-12
<del>L.5.2.a</del> Use punctuation to separate items in a series.†	5-8
<del>L.6.1.c</del> Recognize and correct inappropriate shifts in pronoun number and person.	6-12
<del>L.6.1.d</del> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	6-12
<del>L.6.1.e</del> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	6-12
<del>L.6.2.a</del> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	6-12
<del>L.6.3.a</del> Vary sentence patterns for meaning, reader/listener interest, and style.‡	6-10
<del>L.6.3.b</del> Maintain consistency in style and tone.	6-12
<del>L.7.1.c</del> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	7-12
<del>L.7.3.a</del> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	7-12
<del>L.8.1.d</del> Recognize and correct inappropriate shifts in verb voice and mood.	8-12
<del>L.9-10.1.a</del> Use parallel structure.	9-12

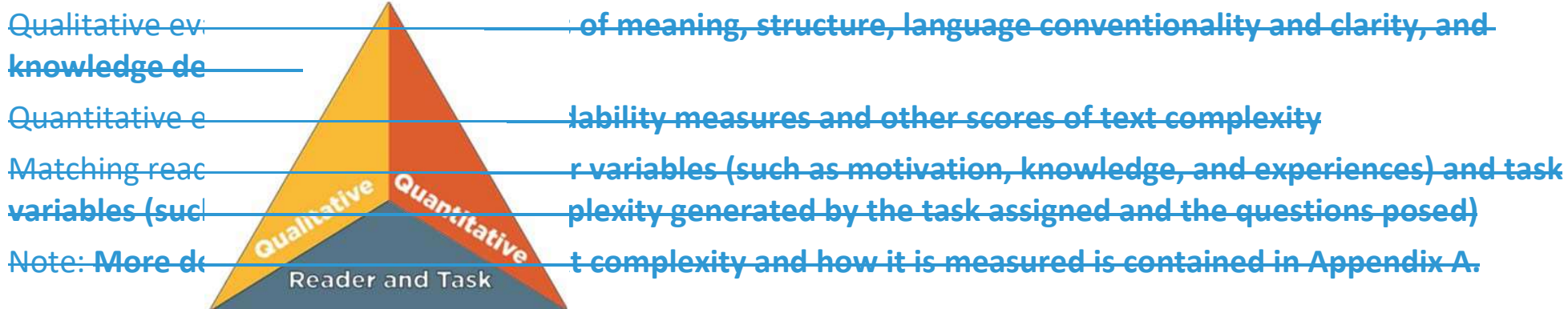
\*Subsumed by L.7.3.a

†Subsumed by L.9-10.1.a

‡Subsumed by L.11-12.3.a

## Standard 10: Range, Quality, and Complexity of Student Reading 6–12

### Measuring Text Complexity: Three Factors



### Range of Text Types for 6-12

Students in 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

#### Literature

- Stories: *Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels*
- Dramas: *Includes one-act and multi-act plays, both in written form and on film*
- Poetry: *Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics*

#### Informational Text

- Literary Nonfiction and Historical, Scientific, and Technical Texts: *Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience*

## Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

Grade Level	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical
6–8	<p><i>Little Women</i> by Louisa May Alcott (1869)</p> <p><i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) “The Road Not Taken” by Robert Frost (1915)</p> <p><i>The Dark Is Rising</i> by Susan Cooper (1973)</p> <p><i>Dragonwings</i> by Laurence Yep (1975)</p> <p><i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976)</p>	<p>“Letter on Thomas Jefferson” by John Adams (1776)</p> <p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845)</p> <p>“Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)</p> <p><i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955)</p> <p><i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)</p>
9–10	<p><i>The Tragedy of Macbeth</i> by William Shakespeare (1592) “Ozymandias” by Percy Bysshe Shelley (1817)</p> <p>“The Raven” by Edgar Allan Poe (1845) “The Gift of the Magi” by O. Henry (1906)</p> <p><i>The Grapes of Wrath</i> by John Steinbeck (1939)</p> <p><i>Fahrenheit 451</i> by Ray Bradbury (1953)</p> <p><i>The Killer Angels</i> by Michael Shaara (1975)</p>	<p>“Speech to the Second Virginia Convention” by Patrick Henry (1775) “Farewell Address” by George Washington (1796)</p> <p>“Gettysburg Address” by Abraham Lincoln (1863)</p> <p>“State of the Union Address” by Franklin Delano Roosevelt (1941) “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) “Hope, Despair and Memory” by Elie Wiesel (1997)</p>
11–CCR	<p>“Ode on a Grecian Urn” by John Keats (1820)</p> <p><i>Jane Eyre</i> by Charlotte Brontë (1848)</p> <p>“Because I Could Not Stop for Death” by Emily Dickinson (1890)</p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald (1925)</p> <p><i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937)</p> <p><i>A Raisin in the Sun</i> by Lorraine Hansberry (1959)</p> <p><i>The Namesake</i> by Jhumpa Lahiri (2003)</p>	<p><i>Common Sense</i> by Thomas Paine (1776)</p> <p><i>Walden</i> by Henry David Thoreau (1854)</p> <p>“Society and Solitude” by Ralph Waldo Emerson (1857) “The Fallacy of Success” by G. K. Chesterton (1909) <i>Black Boy</i> by Richard Wright (1945)</p> <p>“Politics and the English Language” by George Orwell (1946)</p> <p>“Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995)</p>

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

Idaho Content Standards

~~Literacy in History/Social Studies, Science, and Technical Subjects:~~

~~6-12 Section~~

## College and Career Readiness Anchor Standards for Reading

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

### Key Ideas and Details

~~CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.~~

~~CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.~~

~~CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.~~

### Craft and Structure

~~CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.~~

~~CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.~~

~~CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.~~

### Integration of Knowledge and Ideas

~~CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*~~

~~CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.~~

~~CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.~~

~~CCRA.R.10 Read and comprehend complex literary and informational texts~~

## ~~independently and proficiently.~~

~~\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.~~

## Note on range and content of student reading

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



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

RH

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

### Key Ideas and Details

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### Craft and Structure

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### Integration of Knowledge and Ideas

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to

<b>Reading Standards for Literacy in History/Social Studies 6-12</b>		<del>address</del> <del>a question or solve a problem.</del>	<b>RH</b>
<del>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</del>	<del>RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</del>	<del>RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</del>	
<del>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</del>	<del>RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</del>	<del>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</del>	

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

RH

### Range of Reading and Level of Text Complexity

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
<del>RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</del>	<del>RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</del>	<del>RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</del>

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

RST

## Key Ideas and Details

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

## Craft and Structure

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

## Integration of Knowledge and Ideas

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

<p><b>Reading Standards for Literacy in Science and Technical Subjects 6-12</b></p> <p><del>RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</del></p>	<p><del>RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</del></p>	<p><del>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</del></p>
<p><del>RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</del></p>	<p><del>RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</del></p>	<p><del>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</del></p>

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

RST

### Range of Reading and Level of Text Complexity

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
RST.6-8.10 <del>By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</del>	RST.9-10.10 <del>By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</del>	RST.11-12.10 <del>By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.</del>

## College and Career Readiness Anchor Standards for Writing

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

### Text Types and Purposes\*

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under

investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing.*

*They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and*

*analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high quality first draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.*

### Range of Writing

**CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

*\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*



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

WHST

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

## Text Types and Purposes

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
<p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Use precise language and domain-specific vocabulary to support the argument.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>WHST.9-10.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the argument and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the argument; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from or supports the argument presented.</p>

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

WHST

## Text Types and Purposes (continued)

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
<p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
WHST.6-8.3 (See note; not applicable as a separate requirement)	WHST.9-10.3 (See note; not applicable as a separate requirement)	WHST.11-12.3 (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

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

WHST

**Production and Distribution of Writing**

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge**

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing**

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:

<p><del>WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</del></p>	<p><del>WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</del></p>	<p><del>WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</del></p>
--	---	--

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