



Oregon English Language Arts and Literacy

Kindergarten – 12th Grade Standards

PROPOSED DRAFT 2026



OREGON
DEPARTMENT OF
EDUCATION



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Introduction

Shared Expectations for Student Learning

The Oregon content standards set clear, shared expectations for what all students should know and be able to do by the end of each year, grade band, or course. They reflect a commitment to equitable education, ensuring all students have access to consistent academic content regardless of zip code, background, or ability.

Adopted and maintained by the State Board of Education in accordance with ORS 329.045, the standards are regularly reviewed and revised to support high-quality, grade-level learning for every student.

For more information, visit the [Oregon's Standards website](#) or email ODE.Standards@ode.oregon.gov.

Vision for Equity and Excellence in Student Learning

Oregon's content standards reflect a shared commitment to equity, belonging, and the success of every student by guiding grade-level learning across all subjects while honoring students' identities, cultures, languages, and lived experiences.

Broader statewide educational initiatives, including the [Student Success Plans](#), the [Transformative Social and Emotional Learning \(SEL\) Framework and Standards](#), and [Tribal History/Shared History Curriculum](#), reinforce this vision and help establish the conditions for learning in classrooms. The Transformative SEL Standards are intentionally designed to be integrated across all content standards, promoting culturally responsive, strengths-based instruction that elevates student voice and identity and fosters belonging for every student. The Tribal History/Shared History curriculum also ensures that the histories, cultures, and sovereignty of the nine federally recognized Tribal Nations in Oregon are taught with honesty and integrity.

Oregon's [Early Literacy](#) and [Adolescent Literacy](#) frameworks, [Multilingual Learner Strategic Plan](#), and the [English Language Proficiency Standards](#) are essential to supporting learning across all content areas. Skills in reading, writing, speaking, listening, and critical thinking enable students to access complex ideas and communicate their understanding effectively. When literacy and language development are intentionally integrated within high-quality instructional materials and classroom instruction, students, including multilingual learners, can use their cultural and linguistic assets to engage deeply with content and build the knowledge and skills needed for future learning.

Alongside content standards, [high-quality instructional materials](#) play a critical role in ensuring that every student, every day, is engaged in meaningful, affirming, grade-level instruction. When instructional materials are aligned to standards and designed to support inclusive and culturally responsive teaching, they help educators deliver coherent, engaging instruction that supports all learners.

This vision, in alignment with these Oregon initiatives, frameworks, and approaches, creates the conditions for learning, in which every student can thrive and succeed.

Content Standards Development

In Oregon, content standards are developed through a collaborative process that brings together educators, content experts, and partners from across the state. The Oregon Department of Education convenes standards review panels that examine research, national standards and trends, and current classroom practice to ensure the standards reflect high expectations for all students. Draft standards are shared for public input and feedback before being finalized and adopted by the State Board of Education. This process helps ensure that Oregon’s standards are relevant and reflective of the diverse perspectives and experiences of students and communities across the state.

Oregon’s content standards are also intentionally designed to promote coherence and complexity of thought across all subject areas. Each set of standards is informed by relevant frameworks, including Webb’s Depth of Knowledge (DOK), ensuring that expectations for student learning follow a coherent K-12 learning progression that deepens understanding and increases cognitive complexity.

Structure of the Content Standards

Oregon uses a similar structure across content areas to help educators navigate the standards more easily. This shared design supports clearer implementation, promotes alignment across content areas, and helps educators focus on building students’ knowledge and skills in a coherent and integrated way across grade levels and content areas.

Oregon’s content standards are developed and organized to clearly articulate the core components and expectations for student learning. Each content area identifies a discipline – such as Mathematics, Science, or English Language Arts and defines the broad domain of learning. Grade levels specify the learner population and instructional window in which students engage with the standards, establishing a coherent progression across the K–12 continuum. This may refer to a single academic year, a multi-year grade band, or a credit-bearing course.

Domains and **sub-domains** provide the primary organizational structure for the standards. Domains represent broad, conceptual categories within a discipline, while sub-domains can further refine these categories into more specific areas of focus. Together, they organize standards into meaningful, connected threads that support coherence within and across grade levels, making learning progressions.

Content standards define the essential knowledge and skills students are expected to learn and are formally adopted by the State Board of Education. **Indicators**, which are optional and may appear in guidance, offer additional detail by illustrating the breadth and depth of a standard. They describe the types of thinking or evidence students may demonstrate, supporting clarity and consistent interpretation without prescribing instruction.

The coding structure example below shows how each part of a standard is organized to communicate the content area, grade level, domain, and specific standard.

Coding Key

<p>ELA.5.RL.1 = Content Area (English Language Arts) ELA.5.RL.1 = Grade Level (5th Grade) ELA.5.RL.1 = Domain (Reading Literature) ELA.5.RL.1 = Standard (first standard for this domain and grade level)</p>
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Introduction to the K-12 2026 English Language Arts Standards

Oregon’s English Language Arts and Literacy standards are grounded in national research and best practices, including the science of reading, and are informed by [Oregon’s Early Literacy Framework](#) and [Adolescent Literacy Framework](#). They reflect evidence-based understanding of how students develop literacy skills, particularly in foundational reading, language development, and comprehension.

Organized within familiar domains and subdomains to support coherence and clarity, the standards are structured as a developmental learning progression from kindergarten through grade 12. Designed as end-of-year expectations, they emphasize essential literacy skills and competencies and illustrate how knowledge and skills deepen and expand over time as students grow. This vertically articulated structure supports rigorous learning while honoring developmental considerations and equitable and responsive instruction, with the goal of ensuring all students graduate proficient in literacy.

KINDERGARTEN

Kindergarten Reading Foundational Skills (ELA.K.RF)

Print Concepts

ELA.K.RF.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

ELA.K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.

- a. Recognize and orally produce rhyming words.
- b. Blend and segment syllables in spoken words.
- c. Blend and segment the onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.
- e. Blend and segment the individual phonemes of single-syllable spoken words (up to three phonemes).
- f. Add and substitute individual phonemes in three-phoneme CVC words to make new words.

Phonics and Word Recognition

ELA.K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings for the five major vowels.
- c. Read common, high-frequency words by sight.
- d. Distinguish between similarly-spelled words by identifying the sounds of the letters that differ.
- e. Decode and encode CVC words.

Fluency

ELA.K.RF.4 Read grade-level text with purpose and understanding to support the development of fluency (accuracy, rate, prosody) and comprehension skills.

Kindergarten Reading Literature / Informational Text (ELA.K.RL / ELA.K.RI)

Key Ideas and Details

Reading Literature	Reading Informational
ELA.K.RL.1 With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from a text.	ELA.K.RI.1 With prompting and support, ask and answer explicit questions about key concepts and details and make logical inferences to construct meaning from the text.
ELA.K.RL.2 With prompting and support, retell familiar stories, including key details, and demonstrate understanding of the lesson learned in the story development.	ELA.K.RI.2 With prompting and support, identify the main topic and retell key details from a text.
ELA.K.RL.3 With prompting and support, identify characters, settings, and major events in a story. Identify beginning/middle/end.	ELA.K.RI.3 With prompting and support, describe the connection between individuals, events, ideas, or pieces of information presented over the course of a text.

Craft and Structure

Reading Literature	Reading Informational
ELA.K.RL.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	ELA.K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
ELA.K.RL.5 With prompting and support, recognize the structures of common types of texts, including poems, stories, and dramas.	ELA.K.RI.5 Identify the front cover, back cover, and title page of a book.
ELA.K.RL.6 With prompting and support, identify the author and illustrator of	ELA.K.RI.6 With prompting and support, identify the author and illustrator of a text and define the role of each in

a story and define the role of each in telling the story.	presenting the ideas or information in a text.
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Integration of Knowledge and Ideas

Reading Literature	Reading Informational
ELA.K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	ELA.K.RI.7 With prompting and support, describe the relationship between visuals and the text in which they appear.
ELA.K.RL.8 (Not applicable to literature)	ELA.K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.
ELA.K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	ELA.K.RI.9 With prompting and support, identify basic similarities in and differences between two or more texts on similar themes or topics.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.K.RL.10 With prompting and support, flexibly use a variety of comprehension strategies to make sense of grade-level appropriate, complex literary texts.	ELA.K.RI.10 With prompting and support, flexibly use a variety of comprehension strategies to make sense of grade-level appropriate, complex informational texts.

Kindergarten Writing (ELA.K.W)

Text Types and Purposes

ELA.K.W.1 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to compose opinion pieces to tell a reader the topic or the name of the book being written about and state an opinion or preference about the topic or book.

- a. Strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.

- b. Introduce the topic.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate transitions to develop text structure across ideas.
- e. Provide a conclusion.
- f. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

ELA.K.W.2 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts naming the topic and supplying some information about it.

- a. Strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across ideas.
- f. Provide a conclusion.
- g. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

ELA.K.W.3 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, sequence the events in the order in which they occurred, and provide a reaction to what happened.

- a. Produce writing in which the development and organization of a plot are appropriate to task and purpose.
- b. Recount a single event.
- c. Include details which describe actions, thoughts, and emotions.
- d. Create a sense of closure.
- e. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

Production and Distribution of Writing

ELA.K.W.4 (Begins in grade 3)

ELA.K.W.5 (Writing development and organization are defined in standards L.1 - L.3.)

ELA.K.W.6 With scaffolded guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

ELA.K.W.7 With scaffolded guidance and support, participate in shared research and writing projects.

ELA.K.W.8 With scaffolded guidance and support, gather information from experiences or from provided sources to answer a question.

ELA.K.W.9 (Begins in grade 4)

Range of Writing

ELA.K.W.10 (Begins in grade 3)

Kindergarten Language (ELA.K.L)

Conventions of Standard English

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

- a. Print all upper-and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns by orally adding /s/ or /es/.
- d. Form interrogative sentences using who, what, where, when, why, and how.
- e. Form sentences using common prepositions.
- f. Produce and expand complete sentences in shared language activities.

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

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize, name, and use end punctuation.
- c. Write a letter or letters for all consonant and short-vowel phonemes.
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

ELA.K.L.3 (Begins in grade 2)

Vocabulary Acquisition and Use

ELA.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify homophones.
- b. Identify new meanings for familiar words and apply them accurately.
- c. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
- d. Use words and phrases acquired through conversations, reading or being read to, and responding to texts.

ELA.K.L.5 With scaffolded guidance and support, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories 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 antonyms.
- c. Identify real-life connections between words and their uses.
- d. Distinguish shades of meaning among verbs describing the same general action.

ELA.K.L.6 Use words and phrases acquired through conversations, reading or being read to, and responding to texts.

Kindergarten Speaking and Listening (ELA.K.SL)

Comprehension and Collaboration

ELA.K.SL.1 With scaffolded guidance and support, participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions.
- b. Continue conversations through multiple exchanges.

ELA.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

ELA.K.SL.3 Ask and answer questions to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

ELA.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELA.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELA.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 1

Grade 1 Reading Foundational Skills (ELA.1.RF)

Print Concepts

ELA.1.RF.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.

- a. Recognize the distinguishing features of a sentence.

Phonological Awareness

ELA.1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.

- a. Distinguish long from short vowel sounds in spoken single-syllable words.

- b. Orally produce single-syllable words by blending up to six phonemes, including consonant blends.
- c. Isolate and pronounce the initial, medial vowel, and final phonemes in single-syllable spoken words.
- d. Segment single-syllable spoken words into their complete sequence of individual phonemes (up to six phonemes).

Phonics and Word Recognition

ELA.1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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

Fluency

ELA.1.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

- a. Read text with purpose and understanding.
- b. Read text orally with sufficient accuracy and rate, and appropriate expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 Reading Literature / Informational Text (ELA.1.RL / ELA.1.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.1.RL.1	Ask and answer explicit questions about key ideas and details in a text and make and support logical inferences to construct meaning from the text.	ELA.1.RI.1	Ask and answer explicit questions about key concepts and details and make and support logical inferences to construct meaning from the text.
ELA.1.RL.2	Retell stories, including key details, and demonstrate understanding of	ELA.1.RI.2	Identify the main topic and retell key details of a text to demonstrate

	the author's central message, lesson learned, and/or moral.		understanding of the central idea of a text.
ELA.1.RL.3	Describe characters, settings, and major events in a story, using key details to make meaning of the story development.	ELA.1.RI.3	Describe the connection between individuals, events, ideas, or pieces of information over the course of a text.

Craft and Structure

Reading Literature		Reading Informational	
ELA.1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses to construct meaning.	ELA.1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.
ELA.1.RL.5	Explain major differences between books that tell stories and books that give information, including but not limited to linear, nonlinear, and circular structures, drawing on a wide reading of a range of text types.	ELA.1.RI.5	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to locate key facts or information in a text.
ELA.1.RL.6	Identify who is telling the story at various points in a text.	ELA.1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.	ELA.1.RI.7	Use the visuals, illustrations, and details in a text to describe its key ideas.
ELA.1.RL.8	(Not applicable to literature)	ELA.1.RI.8	Identify the reasons an author gives to support points in a text.

ELA.1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	ELA.1.RI.9 Identify basic similarities in and differences between two or more texts on the same topic.
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Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.1.RL.10 With prompting and support, flexibly use a variety of comprehension strategies to make sense of grade-level appropriate, complex literary texts.	ELA.1.RI.10 With prompting and support, flexibly use a variety of comprehension strategies to read and understand informational texts appropriately complex for grade 1.

Grade 1 Writing (ELA.1.W)

Text Types and Purposes

ELA.1.W.1 With scaffolded guidance and support, use a combination of drawing, dictating, writing, and appropriate digital resources, to compose opinion pieces; state the topic and an opinion, supply reasons for the opinion, and provide some sense of closure.

- a. Strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate transitions to develop text structure across ideas.
- e. Provide a conclusion.
- f. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

ELA.1.W.2 With scaffolded guidance and support, use a combination of drawing, dictating, writing, and appropriate digital resources to compose informative/explanatory texts to establish a topic, supply some facts about the topic, and provide some sense of closure.

- a. Strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across ideas.
- f. Provide a conclusion.
- g. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

ELA.1.W.3 With scaffolded guidance and support, use a combination of drawing, dictating, writing, and appropriate digital resources to compose narratives to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details, and clear sequences, and provide some sense of closure.

- a. Produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event or multiple events, memories, or ideas.
- c. Include details which describe actions, thoughts, and emotions.
- d. Use temporal words and phrases to signal order.
- e. Create a sense of closure.
- f. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

Production and Distribution of Writing

ELA.1.W.4 (Begins in grade 3)

ELA.1.W.5 (Writing development and organization are defined in standards L.1 - L.3.)

ELA.1.W.6 With scaffolded guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

ELA.1.W.7 Participate in shared research and writing projects.

ELA.1.W.8 With scaffolded guidance and support, gather information from experiences or gather information from provided sources to answer a question.

ELA.1.W.9 (Begins in grade 4)

Range of Writing

ELA.1.W.10 (Begins in grade 3)

Grade 1 Language (ELA.1.L)

Conventions of Standard English

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

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences.
- d. Use personal, possessive, and indefinite pronouns.
- e. Use verbs to convey a sense of past, present, and future.
- f. Use frequently occurring adjectives.

- g. Use frequently occurring conjunctions.
 - h. Use determiners.
 - i. Use frequently occurring prepositions.
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- ELA.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize proper nouns, including but not limited to dates and names of people.
 - b. Demonstrate appropriate use of end punctuation.
 - c. Produce and write commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

ELA.1.L.3 (Begins in grade 2)

Vocabulary Acquisition and Use

- ELA.1.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Identify common affixes and how they change the meaning of a word.
 - c. Identify frequently occurring root words and their inflectional forms.
 - d. Use words and phrases acquired through conversations, reading or being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
- ELA.1.L.5 With scaffolded guidance and support, demonstrate understanding of word relationships and nuances in word meanings.
- a. Sort words into categories to gain a sense of the concepts and the categories they represent.
 - b. Define words by category and by one or more key attributes.
 - c. Identify real-life connections between words and their use, relating them to their synonyms and antonyms.
 - d. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.
- ELA.1.L.6 Use words and phrases acquired through conversations, reading or being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Grade 1 Speaking and Listening (ELA.1.SL)

Comprehension and Collaboration

- ELA.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
 - Stay on topic and build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- ELA.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- ELA.1.SL.3 Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- ELA.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- ELA.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- ELA.1.SL.6 Produce complete sentences when appropriate to the task and situation.

Grade 2

Grade 2 Reading Foundational Skills (ELA.2.RF)

Print Concepts

- ELA.2.RF.1 (Please see preceding grades for students needing additional supports for Print Concepts—RF.1.)

Phonological Awareness

- ELA.2.RF.2 Demonstrate command of spoken words, syllables, and phonemes to support decoding and encoding of single- and multisyllabic words.

Phonics and Word Recognition

- ELA.2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.

- c. Decode and encode regularly spelled two-syllable words with long vowels.
- d. Identify, decode, and know the meaning of words with the most common prefixes and derivational suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read irregularly spelled words.

Fluency

ELA.2.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

- a. Read text with purpose and understanding.
- b. Read text orally with sufficient accuracy and rate, and appropriate expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 Reading Literature / Informational Text (ELA.2.RL / ELA.2.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.2.RL.1	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	ELA.2.RI.1	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.
ELA.2.RL.2	Identify implicit and explicit information from stories, including but not limited to fables and folktales from diverse cultures, to determine the author's message, lesson learned, and/or moral.	ELA.2.RI.2	Identify implicit and explicit information from a text to determine the text's central idea.
ELA.2.RL.3	In order to make meaning of the story development, describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.	ELA.2.RI.3	Describe the connection between individuals, a series of historical events, scientific ideas or concepts, or steps in technical procedures over the course of a text.

Craft and Structure

Reading Literature	Reading Informational
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ELA.2.RL.4	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes, and/or repeated lines, supply rhythm and shape meaning in a story, poem, or song.	ELA.2.RI.4	Determine the meaning of words and phrases and how those words or phrases shape meaning in a text relevant to a grade 2 topic or subject area.
ELA.2.RL.5	Describe the overall structure of a story, poem, or drama, including but not limited to linear, non-linear, and circular structures.	ELA.2.RI.5	Identify and describe informational text structures and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
ELA.2.RL.6	Acknowledge differences in the points of view of characters, using voice inflection when reading dialogue aloud, and how those points of view shape the content of the text.	ELA.2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe, and how that purpose shapes the content of the text.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.2.RL.7	Use information gained from the illustrations and words in a print, non-print, or digital text to demonstrate understanding of its characters, setting, or plot.	ELA.2.RI.7	Identify information gained from visuals, illustrations, and words in the text, and explain how that information contributes to understanding the text.
ELA.2.RL.8	(Not applicable to literature)	ELA.2.RI.8	Describe how reasons support specific points the author makes in a text.
ELA.2.RL.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.	ELA.2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
<p>ELA.2RL.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, literary texts.</p>	<p>ELA.2.RI.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, informational texts.</p>

Grade 2 Writing (ELA.2.W)

Text Types and Purposes

ELA.2.W.1 With scaffolded guidance and support, use a combination of writing and digital resources to compose opinion pieces on topics or texts supported by reasons.

- a. Strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic, followed by an opinion statement, and create an organizational structure.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate transitions to develop text structure across ideas.
- e. Provide a conclusion.
- f. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

ELA.2.W.2 With scaffolded guidance and support, use writing and digital resources to compose informative and/or explanatory texts to establish a topic and provide information about the topic.

- a. Strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across ideas.
- f. Provide a conclusion.
- g. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

ELA.2.W.3 With scaffolded guidance and support, use writing and digital resources to compose narratives to develop real or imagined experiences or multiple events or ideas, using effective techniques, descriptive details, and clear sequences.

- a. Produce writing in which the development and organization are appropriate to the task and purpose.
- b. Recount a single event or multiple events, memories, or ideas.
- c. Include details that describe actions, thoughts, and emotions.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure.
- f. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

Production and Distribution of Writing

ELA.2.W.4 (Begins in grade 3)

ELA.2.W.5 (Writing development and organization are defined in standards L.1 - L.3.)

ELA.2.W.6 With scaffolded guidance and support, use a variety of digital resources to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

ELA.2.W.7 Participate in shared research and writing projects that build knowledge about a topic.

ELA.2.W.8 Gather information from real-world experiences or provided sources to answer or generate questions.

ELA.2.W.9 (Begins in grade 4)

Range of Writing

ELA.2.W.10 (Begins in grade 3)

Grade 2 Language (ELA.2.L)

Conventions of Standard English

ELA.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns.
- b. Use frequently occurring irregular nouns.
- c. Use reflexive pronouns.
- d. Use the past tense of frequently occurring irregular verbs.
- a. Use adjectives and adverbs in sentence formation.
- b. Produce, expand, and rearrange complete simple and compound sentences.

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

- a. Capitalize proper nouns, including but not limited to holidays, product names, and geographic names.

- b. Demonstrate appropriate use of commas in varied communication formats.
- c. Use apostrophe to form contractions and possessives.
- d. Generalize spelling patterns.
- e. Consult reference materials, including beginning dictionaries, both print and digital, as needed to check and correct spellings.

Knowledge of Language

- ELA.2.L.3 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

- ELA.2.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word.
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root.
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words.
 - e. Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the meaning of words and phrases.
 - f. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe.
- ELA.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.
- a. Demonstrate understanding of words by relating them to their synonyms and antonyms.
 - b. Distinguish the shades of meaning among closely related verbs and closely related adjectives.
- ELA.2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Grade 2 Speaking and Listening (ELA.2.SL)

Comprehension and Collaboration

- ELA.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions.

- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELA.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ELA.2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

ELA.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELA.2.SL.5 Add audio recordings, drawings, or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

ELA.2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 3

Grade 3 Reading Foundational Skills (ELA.3.RF)

Print Concepts

ELA.3.RF.1 (Please see preceding grades for students needing additional supports for Print Concepts—RF.1.)

Phonological Awareness

ELA.3.RF.2 (Please see preceding grades for students needing additional supports for Phonological Awareness—RF.2.)

Phonics and Word Recognition

ELA.3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- a. Identify, decode, and know the meaning of the most common prefixes and derivational suffixes, including Latin suffixes
- b. Decode and encode multisyllabic words.
- c. Read irregularly spelled words.

Fluency

ELA.3.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

- a. Read text with purpose and understanding.
- b. Read text orally with sufficient accuracy and rate, and appropriate expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 Reading Literature / Informational Text (ELA.3.RL / ELA.3.RI)

Key Ideas and Details

Reading Literature	Reading Informational
ELA.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ELA.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA.3.RL.2 Recount and summarize stories, including but not limited to fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.	ELA.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
ELA.3.RL.3 Describe characters in a story, including but not limited to their traits, motivations, actions, or feelings, and how they affect the plot.	ELA.3.RI.3 Describe the relationship between individuals, a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

Reading Literature	Reading Informational
ELA.3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	ELA.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area and describe how those words and phrases impact meaning.

ELA.3.RL.5	Describe and provide evidence explaining how parts of the text contribute to the overall structure of poems, stories, and dramas, including but not limited to chapter, scene, and stanza, and linear, non-linear, and circular structures.	ELA.3.RI.5	Use informational text structures, including comparison, cause/effect, and problem/solution, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
ELA.3.RL.6	Distinguish personal perspectives from those of the narrator or characters and describe how various perspectives shape the content and style of the text.	ELA.3.RI.6	Distinguish personal perspectives from those of the author of a text and describe how various perspectives shape the content and style of a text.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.3.RL.7	Explain how the specific aspects of a text’s illustrations contribute to an effect, including but not limited to creating mood, character, and setting.	ELA.3.RI.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs, and side bars, contribute to the meaning and clarity of a text.
ELA.3.RL.8	(Not applicable to literature)	ELA.3.RI.8	Describe how reasons and evidence support specific claims the author makes in a text.
ELA.3.RL.9	Compare and contrast the messages, settings, and plots of stories written by the same author about the same or similar characters.	ELA.3.RI.9	Compare and contrast the most important points and key details presented in two or more texts on the same topic.

Range of Reading and Level of Text Complexity

Reading Literature		Reading Informational	
ELA.3.RL.10	By the end of the year, flexibly use a variety of comprehension	ELA.3.RI.10	By the end of the year, flexibly use a variety of comprehension

strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, literary texts.	strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, informational texts.
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Grade 3 Writing (ELA.3.W)

Text Types and Purposes

ELA.3.W.1 With scaffolded guidance and support, use writing and digital resources to compose opinion pieces on topics or texts, with supporting reasons.

- a. Produce writing in which the development and organization are appropriate to task and purpose.
- b. Introduce the topic, followed by opinion statement, and create an organizational structure.
- c. Provide reasons with elaborate details to support the opinion.
- d. Use grade-appropriate transitions to develop text structure across paragraphs.
- e. Provide a conclusion.
- f. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

ELA.3.W.2 With scaffolded guidance and support, use writing and digital resources to compose informative and/ or explanatory texts, to examine a topic and provide information.

- a. Produce writing in which the development and organization are appropriate to task and purpose.
- b. Introduce a topic, and group related information together; include illustrations when useful in aiding comprehension.
- c. Develop the topic with facts, definitions, and details.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a conclusion.
- g. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

ELA.3.W.3 With scaffolded guidance and support, use writing and digital resources to compose narratives to develop real or imagined experiences, or multiple events or ideas using effective technique, descriptive details, and clear sequences.

- a. Produce writing in which the development and organization are appropriate to task and purpose.
- b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear, and/or circular structure.
- c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure that follows the narrated experiences or events.
- f. Develop and strengthen writing as needed by planning, drafting, revising, and editing.

Production and Distribution of Writing

- ELA.3.W.4 Writing development and organization are defined in standards W.1 - W.3 above.
- ELA.3.W.5 Writing language use and editing for conventions are defined in standards L.1 - L.3.
- ELA.3.W.6 With scaffolded guidance and support, use digital resources to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- ELA.3.W.7 Conduct short research projects and write about them to build knowledge about a topic.
- ELA.3.W.8 Summarize information from experiences, or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.
- ELA.3.W.9 (Begins in grade 4)

Range of Writing

- ELA.3.W.10 With scaffolded guidance and support, write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 3 Language (ELA.3.L)

Conventions of Standard English

- ELA.3.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in a grade-level text.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns.
 - d. Form and use regular and irregular verbs.
 - e. Use verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.

- ELA.3.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Use possessives.
 - Use conventional spelling for high-frequency words where suffixes are added to base words.
 - Use spelling patterns and generalizations in writing words.
 - Consult reference materials as needed to check and correct spellings.

Knowledge of Language

- ELA.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written Standard English.

Vocabulary Acquisition and Use

- ELA.3.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word.
 - Use a known root word as a clue to the meaning of an unknown word with the same root.
 - Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.
 - Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- ELA.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the denotation and connotation of words and phrases in context.
 - Demonstrate understanding of words by relating them to their synonyms and antonyms.
 - Distinguish shades of meaning among related words that describe degrees of certainty.

ELA.3.L.6 Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Grade 3 Speaking and Listening (ELA.3.SL)

Comprehension and Collaboration

- ELA.3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- With guidance and support, 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.
 - Follow agreed-upon rules for discussion.
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understandings in light of the discussion.
 - Evaluate the effectiveness of the discussion.
- ELA.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELA.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- ELA.3.SL.4 With scaffolded guidance and support, report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- ELA.3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- ELA.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4

Grade 4 Reading Foundational Skills (ELA.4.RF)

Print Concepts

- ELA.4.RF.1 (Please see preceding grades for students needing additional supports for Print Concepts—RF.1.)

Phonological Awareness

ELA.4.RF.2 (Please see preceding grades for students needing additional supports for Phonological Awareness—RF.2.)

Phonics and Word Recognition

ELA.4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.

Fluency

ELA.4.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

- a. Read text with purpose and understanding.
- b. Read text orally with sufficient accuracy and rate, and appropriate expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4 Reading Literature / Informational Text (ELA.4.RL / ELA.4.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.4.RL.1	Cite evidence from the text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.4.RI.1	Cite evidence from the text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.4.RL.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories, and dramas.	ELA.4.RI.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.
ELA.4.RL.3	Describe in depth a character’s thoughts, words, and/or actions, the setting or event(s) in a story or drama, and draw on specific details to analyze their interaction over the course of the text.	ELA.4.RI.3	Explain the individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

Reading Literature	Reading Informational
<p>ELA.4.RL.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors, and similes, hyperbole, and personification, and describe and explain how those words and phrases impact meaning.</p>	<p>ELA.4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area, and describe and explain how those words and phrases impact meaning.</p>
<p>ELA.4.RL.5 Analyze the overall structure the author uses in poems, stories, and dramas, including but not limited to linear, nonlinear, and circular structures.</p>	<p>ELA.4.RI.5 Describe the overall structure the author uses to organize the events, ideas, concepts, or information.</p>
<p>ELA.4.RL.6 Compare and contrast the point of view of first and third person narrators and the effect they have on the reader.</p>	<p>ELA.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>

Integration of Knowledge and Ideas

Reading Literature	Reading Informational
<p>ELA.4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>ELA.4.RI.7 Interpret information presented visually, orally, or quantitatively, in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.</p>
<p>ELA.4.RL.8 (Not applicable to literature)</p>	<p>ELA.4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>
<p>ELA.4.RL.9 Compare/contrast themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p>ELA.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
<p>ELA.4.RL.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex literary texts.</p>	<p>ELA.4.RI.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex informational texts.</p>

Grade 4 Writing (ELA.4.W)

Text Types and Purposes

ELA.4.W.1 Use writing and digital resources to compose opinions, on topics or texts, supporting an author’s perspective with reasons and information.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- b. 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.
- c. Provide reasons that are supported by facts and details.
- d. Use grade-appropriate transitions to develop text structure across paragraphs.
- e. Provide a conclusion.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, and rewriting.

ELA.4.W.2 Use writing and digital resources to compose informative and/or explanatory texts to examine a topic and convey ideas and information clearly.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a conclusion.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, and rewriting.

- ELA.4.W.3 Use writing and digital resources to compose narratives, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details, and clear sequences.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear, or circular structure.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows the narrated experiences or events.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, and rewriting.

Production and Distribution of Writing

- ELA.4.W.4 Writing development and organization are defined in standards W.1 - W.3 above.
- ELA.4.W.5 Writing language use and editing for conventions are defined in standards L.1 - L.3.
- ELA.4.W.6 With guidance and support, use digital resources, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- ELA.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- ELA.4.W.8 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.
- ELA.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- ELA.4.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 4 Language (ELA.4.L)

Conventions of Standard English

- ELA.4.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
- Identify, explain, and use relative pronouns and relative adverbs.
 - Form and use the progressive verb tenses.
 - Use helping verbs to convey various conditions, such as can, may, and must.
 - Order adjectives within sentences according to conventional patterns.
 - Form and use prepositional phrases.
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - Correctly use frequently confused words, such as to, too, two; there, their, they're.
- ELA.4.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling:
- Demonstrate appropriate use of capitalization rules.
 - Use commas and quotation marks to indicate direct speech and quotations for a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- ELA.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.
 - Choose punctuation for effect.
 - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Vocabulary Acquisition and Use

- 4.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content.
- Use context as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
 - Consult dictionaries, glossaries, thesauruses, and other print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.
 - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

- ELA.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Demonstrate understanding of words by relating them to their synonyms and antonyms.
- ELA.4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Grade 4 Speaking and Listening (ELA.4.SL)

Comprehension and Collaboration

- ELA.4.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- 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.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.
 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
 - Evaluate the effectiveness of the discussion.
- ELA.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELA.4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- ELA.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- ELA.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- ELA.4.SL.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.

Grade 5

Grade 5 Reading Foundational Skills (ELA.5.RF)

Print Concepts

ELA.5.RF.1 (Please see preceding grades for students needing additional supports for Print Concepts—RF.1.)

Phonological Awareness

ELA.5.RF.2 (Please see preceding grades for students needing additional supports for Phonological Awareness—RF.2.)

Phonics and Word Recognition

ELA.5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.

Fluency

ELA.5.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

- a. Read text with purpose and understanding.
- b. Read text orally with sufficient accuracy and rate, and appropriate expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 Reading Literature / Informational Text (ELA.5.RL / ELA.5.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.5.RL.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories, and dramas, and cite relevant implicit and explicit evidence to support thinking.	ELA.5.RI.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
ELA.5.RL.3	Compare/contrast characters, settings, or events in a story or drama, using specific details to	ELA.5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or

analyze their interaction over the course of the text.	concepts in a historical, scientific, or technical text based on the key details in the text.
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Craft and Structure

Reading Literature	Reading Informational
ELA.5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	ELA.5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area, and analyze how those words and phrases impact meaning.
ELA.5.RL.5 Analyze and explain the overall structure of poems, stories, and dramas, including but not limited to linear, nonlinear, and circular structures.	ELA.5.RI.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
ELA.5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.	ELA.5.RI.6 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

Reading Literature	Reading Informational
ELA.5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	ELA.5.RI.7 Analyze information from multiple print, digital, and non-print formats, demonstrating the ability to locate an answer to a question or to solve a problem.
ELA.5.RL.8 (Not applicable to literature)	ELA.5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

<p>ELA.5.RL.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>ELA.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
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Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
<p>ELA.5.RL.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex literary texts.</p>	<p>ELA.5.RI.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend and analyze grade-level appropriate, complex informational texts.</p>

Grade 5 Writing (ELA.5.W)

Text Types and Purposes

ELA.5.W.1 Use writing and digital resources to compose opinion pieces on topics or texts, supporting the writer’s perspective with reasons and information.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- b. 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.
- c. Provide logically ordered reasons that are supported by facts and details.
- d. Use grade-appropriate transitions to develop text structure across paragraphs.
- e. Provide a conclusion.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

ELA.5.W.2 Use writing and digital resources to compose informative and/or explanatory texts to examine a topic and convey ideas and information clearly.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.

- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a conclusion.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting or trying a new approach.

ELA.5.W.3 Use writing and digital resources to compose narratives to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details, and clear sequences.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear, or circular structure.
- c. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows the narrated experiences or events.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting or trying a new approach.

Production and Distribution of Writing

ELA.5.W.4 Writing development and organization are defined in standards W.1 - W.3 above.

ELA.5.W.5 Writing language use and editing for conventions are defined in standards L.1 - L.3.

ELA.5.W.6 With guidance and support, use digital resources, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

ELA.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELA.5.W.8 Summarize 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.

ELA.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

ELA.5.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 5 Language (ELA.5.L)

Conventions of Standard English

ELA.5.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect verb tenses.
- c. Use verb tense to convey various times, sequences, states and conditions.
- d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.
- e. Use correlative conjunctions.

ELA.5.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
- d. Use underlining, quotation marks or italics to indicate titles of works.
- e. Use strategies and resources (print and electronic) to identify and correct spelling errors.

Knowledge of Language

ELA.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

ELA.5.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases, based on grade 5 reading and content.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- c. Consult dictionaries, glossaries, thesauruses, and other print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

ELA.5.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Grade 5 Speaking and Listening (ELA.5.SL)

Comprehension and Collaboration

ELA.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- e. Evaluate the effectiveness of the discussion.

ELA.5.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

ELA.5.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

ELA.5.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELA.5.SL.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELA.5.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 6

Grade 6 Reading Literature / Informational Text (ELA.6.RL / ELA.6.RI)

Key Ideas and Details

Reading Literature	Reading Informational
ELA.6.RL.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	ELA.6.RI.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. Evaluate the credibility of the information presented, identifying areas where the text is well supported or if it leaves ideas unclear/unexplored.
ELA.6.RL.2 Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	ELA.6.RI.2 Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
ELA.6.RL.3 Explain how the plot of a literary text develops through a sequence of events and how the characters react to or evolve as the plot progresses toward a resolution.	ELA.6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Craft and Structure

Reading Literature	Reading Informational
ELA.6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	ELA.6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings specific to the subject matter.

ELA.6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	ELA.6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section shapes how ideas are organized and presented, guides a reader's understanding, and develops the ideas.
ELA.6.RL.6	Explain how an author develops the point of view or perspective of the narrator or speaker in a text.	ELA.6.RI.6	Determine an author's background, perspective, and/or purpose in a text and explain the methods or techniques the author uses to share it.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	ELA.6.RI.7	Integrate information presented in different media or formats including written text, to develop a coherent understanding of a topic or issue.
ELA.6.RL.8	(Not applicable to literature)	ELA.6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
ELA.6.RL.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics including the author's perspective or bias.	ELA.6.RI.9	Compare and contrast one author's presentation of events with that of another.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
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<p>ELA.6.RL.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex literary texts.</p>	<p>ELA.6.RI.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex informational texts.</p>
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Grade 6 Writing (ELA.6.W)

Text Types and Purposes

ELA.6.W.1 Compose arguments to support claims with clear reasons and relevant evidence.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce claim(s) and organize the reasons and evidence clearly.
- c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.
- d. Use appropriate transitions to enhance clarity and flow among claim(s) and reasons.
- e. Establish and maintain an appropriate style for content, purpose, and audience.
- f. Provide a concluding statement or section that follows from the argument presented.
- g. With some guidance, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

ELA.6.W.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- b. Introduce a topic, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain an appropriate style for content, purpose, and audience.
- g. Provide a concluding statement or section that follows from the information or explanation presented.

- h. With some guidance, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

ELA.6.W.3 Compose narratives to develop real or imagined experiences or multiple events, memories, or ideas, using effective technique, relevant descriptive details and well-structured event sequences.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- e. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- f. Provide a conclusion that follows the narrated experiences or events.
- g. With some guidance, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

Production and Distribution of Writing

ELA.6.W.4 Writing development and organization are defined in standards W.1 - W.3 above.

ELA.6.W.5 Writing language use and editing for conventions are defined in standards L.1 - L.3.

ELA.6.W.6 Use digital resources, including the Internet, to create and publish writing and to link to and cite sources, as well as to interact and collaborate with others; cite sources using consistent citation format.

Research to Build and Present Knowledge

ELA.6.W.7 Conduct short research projects to answer a question, including a self-generated question, drawing on several sources, and refocusing the inquiry when appropriate.

ELA.6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing bibliographic citation.

ELA.6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

ELA.6.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 6 Language (ELA.6.L)

Conventions of Standard English

- ELA.6.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
- Ensure that pronouns are in the proper case.
 - Use intensive pronouns.
 - Recognize and correct inappropriate shifts in pronoun number and person.
 - Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive, and intensive pronouns.
 - Recognize variations from standard English and implement strategies to improve expression in conventional language.
- ELA.6.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - Demonstrate appropriate use of strategies to identify and correct spelling errors.

Knowledge of Language

- ELA.6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest and style.
 - Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- ELA.6.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.
- Use context as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
 - Consult dictionaries, glossaries, thesauruses, and other print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELA.6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including but not limited to personification and alliteration, in context.

- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations of words with similar denotations.

ELA.6.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 6 Speaking and Listening (ELA.6.SL)

Comprehension and Collaboration

ELA.6.SL.1 Express ideas clearly by engaging effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, and building on internal reflections and others' ideas.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

ELA.6.SL.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

ELA.6.SL.3 Delineate a speaker's argument and specific claims, distinguishing supported versus unsupported claims.

Presentation of Knowledge and Ideas

ELA.6.SL.4 Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

ELA.6.SL.5 Include multimedia components and visual displays in presentations to clarify information.

ELA.6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of 6th grade level language conventions when indicated or appropriate.

Grade 7

Grade 7 Reading Literature / Informational Text (ELA.7.RL / ELA.7.RI)

Key Ideas and Details

Reading Literature	Reading Informational
<p>ELA.7.RL.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.</p>	<p>ELA.7.RI.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis. Evaluate the credibility of the information presented, identifying areas where the text is well supported or if it leaves ideas unclear/unexplored.</p>
<p>ELA.7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.</p>	<p>ELA.7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.</p>
<p>ELA.7.RL.3 Analyze how particular elements of a literary text connect and influence each other to create meaning.</p>	<p>ELA.7.RI.3 Analyze the interactions between individuals, events, and ideas in a text.</p>

Craft and Structure

Reading Literature	Reading Informational
<p>ELA.7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>ELA.7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings specific to the subject matter; analyze the impact of a specific word choice on meaning and tone.</p>
<p>ELA.7.RL.5 Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.</p>	<p>ELA.7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas and how it guides a reader's understanding.</p>
<p>ELA.7.RL.6 Analyze how an author develops and contrasts the points of view or</p>	<p>ELA.7.RI.6 Determine an author's background, perspective, and/or purpose in a</p>

perspectives of different characters or narrators in a text.	text and analyze the methods or techniques the author uses to distinguish their position from that of others.
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Integration of Knowledge and Ideas

Reading Literature	Reading Informational
ELA.7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	ELA.7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
ELA.7.RL.8 (Not applicable to literature)	ELA.7.RI.8 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.
ELA.7.RL.9 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.	ELA.7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.7.RL.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex literary texts.	ELA.7.RI.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex informational texts.

Grade 7 Writing (ELA.7.W)

Text Types and Purposes

ELA.7.W.1 Compose arguments to support claims with clear reasons and relevant evidence.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- b. Introduce claim(s), acknowledge alternate or opposing claims and counter/refute them, and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- d. Use appropriate transitions to enhance clarity, create cohesion, and clarify the relationships among claim(s), reasons, and evidence.
- e. Establish and maintain an appropriate style for content, purpose, and audience.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- g. With some guidance, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELA.7.W.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- b. Introduce a topic, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain an appropriate style for content, purpose, and audience.
- g. Provide a concluding statement or section that follows from the information or explanation presented.
- h. With some guidance, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELA.7.W.3 Compose narratives to develop real or imagined experiences or multiple events, memories, or ideas, using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- b. Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- e. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- f. Provide a conclusion that follows the narrated experiences or events.
- g. With some guidance, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

Production and Distribution of Writing

- ELA.7.W.4 Writing development and organization are defined in standards W.1 - W.3 above.
- ELA.7.W.5 Writing language use and editing for conventions are defined in standards L.1 - L.3.
- ELA.7.W.6 Use digital resources, including the Internet, to create and publish products as well as to interact and collaborate with others; cite sources using consistent citation formatting.

Research to Build and Present Knowledge

- ELA.7.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions for further research and investigation.
- ELA.7.W.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.
- ELA.7.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- ELA.7.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 7 Language (ELA.7.L)

Conventions of Standard English

- ELA.7.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
- a. Create sentences using correctly placed clauses and phrases.

- b. Demonstrate appropriate use of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

ELA.7.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

- a. Use a comma to separate coordinate adjectives.
- b. Spell correctly.

Knowledge of Language

ELA.7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

ELA.7.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- c. Consult dictionaries, glossaries, thesauruses, and other print and digital resources to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase.

ELA.7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including but not limited to irony, in context.
- b. Use the relationship between words to improve understanding.
- c. Distinguish among the connotations of words with similar denotations.

ELA.7.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 Speaking and Listening (ELA.7.SL)

Comprehension and Collaboration

ELA.7.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

ELA.7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.

ELA.7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

ELA.7.SL.4 Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ELA.7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELA.7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of 7th-grade-level language conventions when indicated or appropriate.

Grade 8

Grade 8 Reading Literature / Informational Text (ELA.8.RL / ELA.8.RI)

Key Ideas and Details

Reading Literature	Reading Informational
<p>ELA.8.RL.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p>	<p>ELA.8.RI.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis. Evaluate the credibility of the information presented, identifying areas where the text is well supported or if it leaves ideas unclear/unexplored.</p>

ELA.8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.	ELA.8.RI.2	Determine central ideas of a text, and analyze how they are developed through relationships between key details, citing textual evidence, paraphrasing, or summarizing.
ELA.8.RL.3	Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.	ELA.8.RI.3	Analyze how an author uses comparisons, analogies, or categories to make connections among and distinctions between ideas over the course of a text.

Craft and Structure

Reading Literature		Reading Informational	
ELA.8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	ELA.8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.8.RL.5	Compare and contrast the structure of two or more texts and analyze how each author's structural choices--shaped by their perspective or bias--contribute to the meaning and style of the texts.	ELA.8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences and how they shape how ideas are organized and presented, how they guide a reader's understanding, and how they develop the ideas and refine key concepts.
ELA.8.RL.6	Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor.	ELA.8.RI.6	Determine an author's background, perspective, bias, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

Reading Literature	Reading Informational
ELA.8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating specific choices made by the director or actors.	ELA.8.RI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
ELA.8.RL.8 (Not applicable to literature)	ELA.8.RI.8 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.
ELA.8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	ELA.8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.8.RL.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex literary texts.	ELA.8.RI.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex informational texts.

Grade 8 Writing (ELA.8.W)

Text Types and Purposes

ELA.8.W.1 Compose arguments to support claims with clear reasons and relevant evidence.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

- b. Introduce claim(s), acknowledge and distinguish opposing claim(s), and counter/refute them, and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- d. Use appropriate transitions to enhance clarity, create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- e. Establish and maintain an appropriate style for content, purpose, and audience.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- g. With some guidance, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELA.8.W.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information, and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain an appropriate style for content, purpose, and audience.
- g. Provide a concluding statement or section that follows from the information or explanation presented.
- h. With some guidance, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELA.8.W.3 Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details, and well-structured sequences for an intended purpose.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- b. Engage and orient the reader by setting out a problem, situation, or observation, establishing a point of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- d. 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.
- e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- f. Provide a conclusion that follows the narrated experiences or events.
- g. With some guidance, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

Production and Distribution of Writing

ELA.8.W.4 Writing development and organization are defined in standards W.1 - W.3 above.

ELA.8.W.5 Writing language use and editing for conventions are defined in standards L.1 - L.3.

ELA.8.W.6 Use digital resources, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others; cite sources using consistent citation formatting.

Research to Build and Present Knowledge

ELA.8.W.7 Conduct short research projects to answer a question, including a self-generated question, drawing on several sources and generating additional related, focused questions for multiple avenues of exploration.

ELA.8.W.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.

ELA.8.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

ELA.8.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 8 Language (ELA.8.L)

Conventions of Standard English

ELA.8.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

- a. Explain the function of verbals in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.

- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood

ELA.8.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

- a. Use punctuation to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

Knowledge of Language

ELA.8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

Vocabulary Acquisition and Use

ELA.8.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- c. Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase.

ELA.8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including but not limited allusions, in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations of words with similar denotations.

ELA.8.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 Speaking and Listening (ELA.8.SL)

Comprehension and Collaboration

- ELA.8.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
- ELA.8.SL.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
- ELA.8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

- ELA.8.SL.4 Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- ELA.8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- ELA.8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 9-10

Grade 9-10 Reading Literature / Informational Text (ELA.9-10.RL / ELA.9-10.RI)

Key Ideas and Details

Reading Literature	Reading Informational
ELA.9-10.RL.1 Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.	ELA.9-10.RI.1 Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. Evaluate the credibility of the

		information presented, identifying areas where the text is well supported or if it leaves ideas unclear/unexplored.
ELA.9-10.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.	ELA.9-10.RI.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary.
ELA.9-10.RL.3	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text. In your analysis, consider the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.	ELA.9-10.RI.3 Analyze how the author crafts an analysis or series of ideas or events in a text and include the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

Reading Literature		Reading Informational	
ELA.9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.	ELA.9-10.RI.4	Determine and analyze the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and evaluate how specific word choices shape meaning, tone, and credibility.
ELA.9-10.RL.5	Analyze the structural choices the author makes to advance the plot or theme, manipulate time, and situate the events within their social, cultural, and/or historical context. In your	ELA.9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text, evaluating

	analysis, consider the author's choices regarding structural elements such as the order of events, pacing, repetition, and overall structural framework.		their contribution to clarity, coherence, and persuasiveness.
ELA.9-10.RL.6	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.	ELA.9-10.RI.6	Determine an author's background, perspective or purpose in a text and analyze how an author uses rhetoric and evidence to advance that perspective or purpose.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.9-10.RL.7	Compare and contrast the representation of a subject or a key scene in multiple artistic mediums, including what is emphasized or absent in each.	ELA.9-10.RI.7	Analyze various accounts of a subject told in different diverse formats and media mediums, determining evaluating how each emphasizes different details, perspectives, or interpretations.
ELA.9-10.RL.8	(Not applicable to literature)	ELA.9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements, bias, and fallacious reasoning.
ELA.9-10.RL.9	Analyze how an author alludes to the themes or topics from another source.	ELA.9-10.RI.9	Analyze documents of historical, cultural, and/or literary significance, including how they address related themes and concept.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
<p>ELA.9-10.RL.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex literary texts.</p>	<p>ELA.9-10.RI.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex informational texts.</p>

Grade 9-10 Writing (ELA.9-10.W)

Text Types and Purposes

- ELA.9-10.W.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and organize writing to show logical relationships among claims, counterclaims, reasons, and evidence.
 - Develop and supply evidence for claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims.
 - Establish a style and tone appropriate to the discipline and purpose of the writing.
 - Provide a conclusion that logically follows from and reinforces the argument presented.
 - Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- ELA.9-10.W.2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful in aiding comprehension.

- c. Develop the topic with relevant, credible, and sufficient evidence, such as facts, extended definitions, concrete details, quotations, data, and examples drawn from a range of reliable sources and perspectives.
 - d. Use purposeful and varied transitions and organizational structures to link the ideas and sections of the text, strengthen cohesion, and clarify the relationships among complex ideas and concepts.
 - e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - f. Establish and maintain a clear style and tone appropriate to the discipline, purpose, and intended audience.
 - g. Provide a conclusion that logically follows from and reinforces the information or explanation presented.
 - h. Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- ELA.9-10.W.3 Use narratives strategically and in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task and purpose.
 - b. Engage and orient the reader by introducing a problem, situation, or observation, establishing one or multiple points of view or perspectives, and introducing a narrator and/or characters, while creating a clear and purposeful progression of experiences or events.
 - c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - d. Use a variety of sequencing techniques to ensure events build logically toward a coherent narrative whole.
 - e. Use precise words and phrases, showing details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - f. Provide a conclusion that explicitly connects the narrative’s relevance to the intended purpose of the writing.
 - g. Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Production and Distribution of Writing

ELA.9-10.W.4 Writing development and organization are defined in standards W.1 - W.3 above.

ELA.9-10.W.5 Writing language use and editing for conventions are defined in standards L.1 - L.3.

ELA.9-10.W.6 Use digital resources, 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.

Research to Build and Present Knowledge

ELA.9-10.W.7 Conduct short as well as more comprehensive research projects to answer questions or solve problems, including self-generated inquiries; refine, narrow, or broaden the inquiry when appropriate; synthesize information from multiple credible sources on the subject, to demonstrate deep understanding of the subject under investigation.

ELA.9-10.W.8 Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELA.9-10.W.9 Draw and cite relevant and credible evidence from literary and informational texts to support analysis, reflection, and research, demonstrating clear connections between evidence and claims or conclusions.

Range of Writing

ELA.9-10.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences, including research-based, analytical, reflective, and creative writing, allowing time for planning, drafting, reflection, and revision.

Grade 9-10 Language (ELA.9-10.L)

Conventions of Standard English

ELA.9-10.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

- a. Use parallel structure.
- b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

ELA.9-10.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

- a. Use a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation or to present information related to the sentence's first clause.
- c. Spell correctly.

Knowledge of Language

- ELA.9-10.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.

Vocabulary Acquisition and Use

- ELA.9-10.L.4 Choose flexibly from an array of strategies to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
- Use context as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
 - Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - Verify the preliminary determination of the meaning of a word or phrase.
- ELA.9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech in context, and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- ELA.9-10.L.6 Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 9-10 Speaking and Listening (ELA.9-10.SL)

Comprehension and Collaboration

- ELA.9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 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.
 - Collaborate with peers to foster civil, inclusive, and democratic discussions and decision-making, set clear goals and deadlines, and define individual roles as needed.

- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELA.9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

ELA.9-10.SL.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

ELA.9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELA.9-10.SL.5 Make creative and strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELA.9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 11-12

Grade 11-12 Reading Literature / Informational Text (ELA.11-12.RL / ELA.11-12.RI)

Key Ideas and Details

Reading Literature	Reading Informational
<p>ELA.11-12.RL.1 Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</p>	<p>ELA.11-12.RI.1 Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Evaluate the credibility of the information presented, identifying areas where the text</p>

	is well supported or if it leaves ideas unclear/unexplored.
ELA.11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.	ELA.11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
ELA.11-12.RL.3 Identify and analyze the impact of the author’s choices on the development of a literary text.	ELA.11-12.RI.3 Analyze a complex set of ideas or sequence of events, and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text.

Craft and Structure

Reading Literature	Reading Informational
ELA.11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.	ELA.11-12.RI.4 Determine and analyze the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and evaluate how specific word choices shape meaning, tone, and credibility.
ELA.11-12.RL.5 Analyze how an author’s structural choices in specific sections of a text shape its overall structure, meaning, and aesthetic effect.	ELA.11-12.RI.5 Analyze or evaluate the effectiveness of the structure an author uses in their exposition or argument, including the purpose of the structure.
ELA.11-12.RL.6 Analyze how point of view and perspective are used to influence the reader for a specific purpose	ELA.11-12.RI.6 Determine an author’s background, perspective or purpose in a text in which the

or effect, including but not limited to satire, sarcasm, irony, and understatement.	rhetoric is particularly effective, analyzing how the rhetoric contributes to the text.
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Integration of Knowledge and Ideas

Reading Literature	Reading Informational
ELA.11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.	ELA.11-12.RI.7 Integrate and evaluate multiple sources of information presented in diverse media or formats to address a question or solve a problem, evaluating how each emphasizes different details, perspectives, or interpretations.
ELA.11-12.RL.8 (Not applicable to literature)	ELA.11-12.RI.8 Delineate and evaluate the reasoning in works of public advocacy, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments.
ELA.11-12.RL.9 Examine a range of texts within the same time periods by authors from around the world, including analyzing how two or more texts from the same period treat similar themes or topics from multiple perspectives.	ELA.11-12.RI.9 Analyze documents of historical, cultural, and/or literary significance from around the world for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.11-12.RL.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level	ELA.11-12.RI.10 By the end of the year, flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level

appropriate, complex literary texts, including stories, dramas, and poems.	appropriate, complex informational texts.
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Grade 11-12 Writing (ELA.11-12.W)

Text Types and Purposes

ELA.11-12.W.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- b. Introduce precise, well-informed claim(s); establish the significance of the claim(s); distinguish them from alternate or opposing claims; and organize writing so that claims, counterclaims, reasons, and evidence are logically sequenced and clearly connected.
- c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- d. Use purposeful transitions, varied syntax, and organizational structures to link sections of the text, strengthen cohesion, and clarify relationships among claims, counterclaims, reasons, and evidence.
- e. Establish and maintain a clear style and tone appropriate to the discipline, purpose, and intended audience of the writing.
- f. Provide a conclusion that logically follows from and supports the argument presented.
- g. 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.

ELA.11-12.W.2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful in aiding comprehension.
- c. Develop the topic with relevant, credible, and sufficient evidence, such as facts, extended definitions, concrete details, quotations, data, and examples drawn from a range of reliable sources and perspectives.

- d. Use purposeful and varied transitions and organizational structures to link the ideas and sections of the text, strengthen cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a clear style and tone appropriate to the discipline, purpose, and intended audience.
- g. Provide a conclusion that logically follows from and reinforces the information or explanation presented.
- h. Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELA.11-12.W.3 Use narratives strategically and in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task and purpose.
- b. Engage and orient the reader by introducing a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters, while creating a clear and purposeful progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- d. Use a variety of sequencing techniques to ensure events build logically toward a coherent narrative whole.
- e. Use precise words and phrases, showing details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- f. Provide a conclusion that explicitly connects the narrative’s relevance to the intended purpose of the writing.
- g. Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Production and Distribution of Writing

ELA.11-12.W.4 Writing development and organization are defined in standards W.1 - W.3 above.

ELA.11-12.W.5 Writing language use and editing for conventions are defined in standards L.1 - L.3.

ELA.11-12.W.6 Use digital resources, 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.

Research to Build and Present Knowledge

- ELA.11-12.W.7 Conduct short as well as more comprehensive research projects to answer questions or solve a problems, including self-generated inquiries; refine, narrow, or broaden the inquiry when appropriate; synthesize information from multiple credible sources on the subject, to demonstrate deep understanding of the subject under investigation.
- ELA.11-12.W.8 Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- ELA.11-12.W.9 Draw and cite relevant and credible evidence from literary or and informational texts to support analysis, reflection, and research, demonstrating clear connections between evidence and claims or conclusions.

Range of Writing

- ELA.11-12.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences, including research-based, analytical, reflective, and creative writing, allowing time for planning, drafting, reflection, and revision.

Grade 11-12 Language (ELA.11-12.L)

Conventions of Standard English

- ELA.11-12.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
- Use parallel structure.
 - Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- ELA.11-12.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- Use a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation or to present information related to the sentence's first clause.
 - Spell correctly.

Knowledge of Language

- ELA.11-12.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.

Vocabulary Acquisition and Use

- ELA.11-12.L.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
- Use context as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
 - Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - Verify the preliminary determination of the meaning of a word or phrase.
- ELA.11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech in context, and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- ELA.11-12.L.6 Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 11-12 Speaking and Listening (ELA.11-12.SL)

Comprehension and Collaboration

- ELA.11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 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.
 - Collaborate with peers to foster civil, inclusive, and democratic discussions and decision-making, set clear goals and deadlines, and define individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELA.11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

ELA.11-12.SL.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

ELA.11-12.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELA.11-12.SL.5 Make creative and strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELA.11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.